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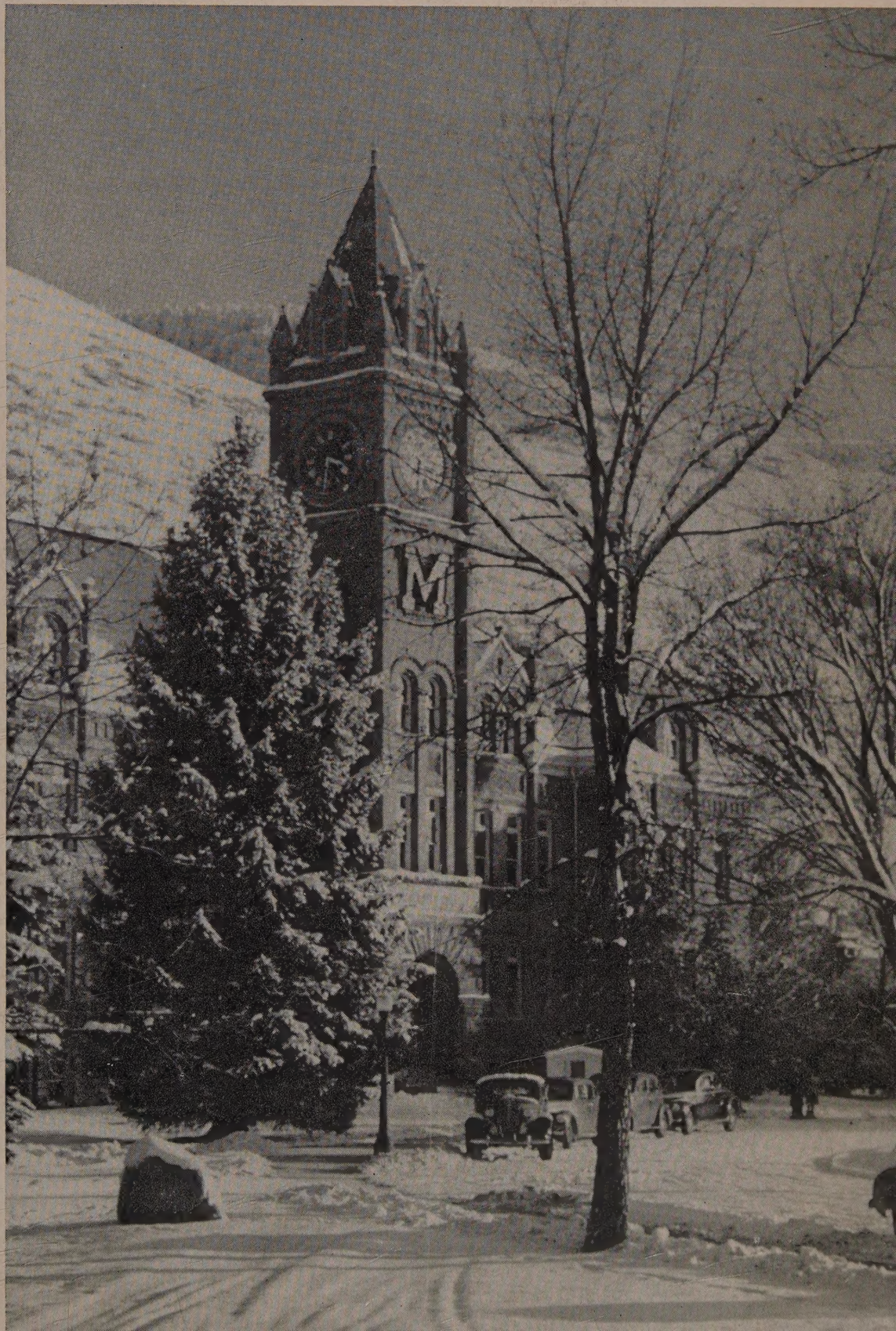
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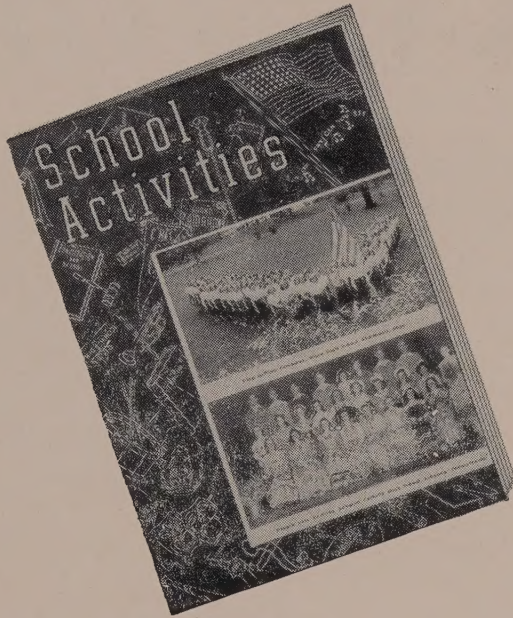
Vol. VI

SUMMER, 1950

No. 2

Main Hall,
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SPEECH ACTIVITIES

Formerly Debater's Magazine

SUMMER, 1950

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VOLUME VI

No. 2

Bearing the Affirmative Burden

Eugene C. Chenoweth
Indiana University

AS you have stated, Mr. Chairman, we are turning from the philosophical aspects of debate to a consideration of a more technical phase of this activity. Inasmuch as my assignment in this symposium is, "Bearing the Affirmative Burden of Proof," I propose to discuss the affirmative's obligations in presenting a logical affirmative case.

If the affirmative is to present a sound case, it seems apparent that its first obligation is setting up criteria for evaluating the status quo. These criteria should also be used to appraise the proposed plan or plans for eliminating the defects in the present situation. Such criteria fundamentally consist of two divisions:

The first part is the setting up of objectives or goals desired in a situation. The second is the presenting of specifications, which are really the ways and means of achieving the objectives or goals.

Let us illustrate. In considering the problem of securing and preserving international harmony, the affirmative might state the following objectives whereby the status quo and the proposed plan or plans can be evaluated:

1. The prevention of war by international law.
2. The control of international trade by actual international law.
3. The administration of justice among all nations, large and small, through genuine international law.

If the negative refuses to accept the above objectives, it should criticize them and then offer substitute or additional desirable inter-

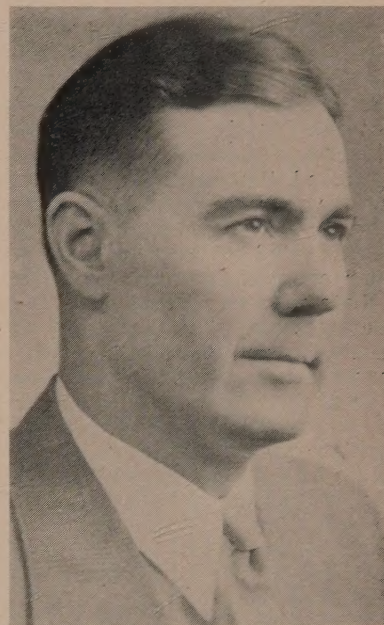
national goals. An affirmative and negative agreement on the objectives is as essential as an agreement on the definition of terms. Once the objectives are established, the debate can proceed in an orderly manner.

The above objectives, which are the first division of the criteria, suggest the second half of the criteria (ways and means)—namely, the creation of an international agency that possesses at least three powers:

1. The power to make international laws.
2. The power to adjudicate these laws.
3. The power to execute and enforce these laws.

We now have the standards for evaluating the status quo and the proposed plans for achieving international cooperation. If the affirmative does not formulate such specific criteria, it fails to carry its burden of proof.

The second obligation of the affirmative is to evaluate the current situation in terms of the criteria, and to show the extent of need for a change. In a debate on the question of effecting world harmony, the affirmative should test the status quo by asking certain questions: Does the existing machinery for maintaining world harmony, the United Nations, the North Atlantic Alliance, and our present so-called international law, have the desired objectives? Does the status quo possess the specifications, ways and means, for achieving the original objectives? Answers to these questions should indicate wherein the



PROF. E. C. CHENOWETH
Indiana University

status quo fails to meet the present need.

These answers, furthermore, should reveal the extent of need for a change.

Many affirmative cases lack strength, because they do not show wherein the status quo fails to meet the need, and they do not indicate the extent of need for a change. If the affirmative does not rigidly apply the criteria to the current situation, and does not indicate the extent of need for a change, it fails to accept its burden of proof.

The affirmative might further strengthen its position by applying the criteria to other attempts at

effecting world peace—alliances, the Hague Conference, the Hague Court of Arbitration, and the League of Nations. As the affirmative evaluates each trial at world order, it should specify wherein each attempt did not fulfill the criteria.

The third duty of the affirmation is the presentation of a plan—one that conforms to the requirements of the proposition. First, it is generally agreed, I believe, that a strong case can not be made for a proposition unless a plan is presented. How can the practicability of a proposition be considered without a plan? Whenever the affirmative speakers ask for the abolishment of an "institution serving a vital function" in society, they are duty bound to offer a new plan to perform the function of the present system. Pelsma says, "The affirmative presents a weak case if it does not offer a plan of its own, even though the question does not call for one. Merely to show that evils exist is ineffectual."*

Second, the plan must conform to the proposition. Frequently affirmative debaters suggest plans that are not adapted to the resolution. Two such examples come to mind. In a debate on labor's direct share in the management of industry, an affirmative team presented a plan for government ownership and operation of the coal mines, but failed to show how such ownership and operation would give labor a direct share in the management of industry. In another debate on the nationalization of non-agricultural basic industries, an affirmative case included a plan for a system of co-operatives in the basic industries. Although monopolies are the evils the proposition was designed to eliminate, these affirmative debaters did not realize that their plan would result in colossal mergers in basic industries.

Plans similar to those immediately above are sometimes used deliberately to mislead and confuse the negative. Such plans, known as trick cases, should be avoided. Inasmuch as the purpose of debate is to develop in the student a proficiency in the use of valid arguments and good evidence, it appears that debate is defeating its goal if students are encouraged to spend time on trick plans.

Sometimes the plan is incorporat-

ed in the proposition, and the affirmative is compelled to support it. In the resolution, "Resolved: That a county board of education should be substituted for the township trustees in Indiana," the plan is clearly stated. In this proposition the affirmative not only must present the evils in the administration of education under the township trustees, but must show the desirability and workability of a county board of education.

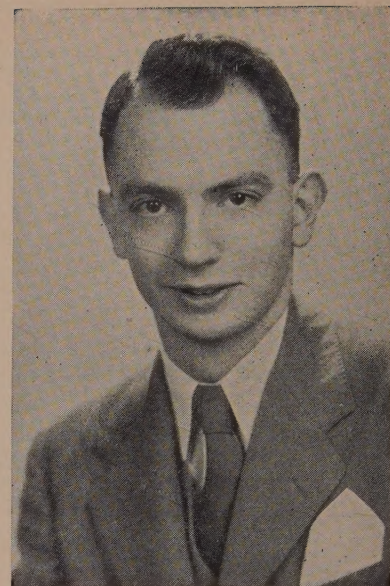
Although we can conclude that a plan should be offered, there is much disagreement on how general a plan should be. Some directors of debate advise their students to present very nebulous plans so that the negative will have very little to attack. These coaches believe that the fewer details offered, the less vulnerable the plan. In direct opposition to this theory, other teachers say that a very general plan is excellent evidence in itself of a weak case, and an alert negative team can capitalize on this weakness. Perhaps this latter opinion is the stronger argument. It does seem hardly possible to consider and defend the benefits and the workability of a plan unless it is outlined in some detail.

In addition to offering a plan, the affirmative duty includes the application of the criteria to the plan. The affirmation should show how the plan meets the tests, inherently fulfills the criteria, and, therefore satisfies the need for a change from the status quo. If the affirmative does not do this, it falls short of meeting its obligations.

The fourth requirement of the affirmative burden of proof is to apply the criteria to the negative plans for correcting the defects of the status quo. The affirmative must test these proposals to determine why they are weak, and must state the reasons categorically. Although this step may be considered the affirmative's "burden of rebuttal," it seems advisable to consider this task essentially a part of the affirmative's burden of proof.

The affirmative's fifth obligation is to prove that its plan is practicable. A plan might fulfill the criteria, but fail to be practicable for any number of reasons. The plan, for example, might be too expensive to inaugurate and maintain. Failure to show the workability of the affirmative plan means nothing less

(Turn to Page 85)



GEORGE M. MUSGRAVE

TECHNICALLY SPEAKING

By George McCoy Musgrave

Here are a few more questions which have been answered in "Speech Activities". All were in the Spring 1950 issue. See how many you can answer correctly.

1. **True or false:** E. C. Buehler, Kansas University, discussed "The Basic Philosophy of Debate" at the S.A.A. convention in Chicago last winter.

2. **True or false:** Women generally began to participate in debate in Ohio colleges in the twenties.

3. **First president of the new American Forensic Association is—**

- (a) Hugo Hellman, Marquette
- (b) Lionel Crocker, Denison.
- (c) E. R. Nichols, Redlands
- (d) Wayne C. Eubank, New Mexico
- (e) E. C. Chenoweth, Indiana

4. **True or false:** A two-man team from Scotland visited the United States this spring.

5. **True or false:** Redlands has won three national Pi Kappa Delta debate championships.

6. **More than one topic was debated at the West Point National Tournament this spring. How many topics were used?**

- (a) Two
- (b) Three
- (c) Four
- (d) Six
- (e) Eight

(For Answers turn to Page 71)

* Pelsma, John R., *ESSENTIALS OF DEBATE*, Thomas Y. Crowell Co., New York, 1947, P. 79.

Does the Negative Have Choices and No Burden in Debate?*

James N. Holm
Kent State University

TO many readers a re-examination of the position of the negative in debate is apt to seem a sheer waste of time, particularly in light of the fact that almost every argumentation text provides an adequate survey of the matter. Yet all of us can profitably stop from time to time to gain perspective on ourselves; the old-timers get so close to their work that they coddle their prejudices, while the newcomers have yet to fit their piecemeal information into a comprehensive and workable philosophy. So at the request of our good friend the editor, I undertake this task in the hope that some of us, including myself, may gain from the review.

Does the negative have choices and no obligations?—Certainly not!

At the outset let us make clear that the negative position in debate suffers from inheritance. Modern debating descends from two different philosophies, and when these become mixed in thought the attitude of coach or debater is consequently confused. The first of these philosophies is the forensic, from which debate gets the concept of burden of proof and presumption. Within legal precepts the negative has no task until the affirmation has established a *prima facie* case, and hence the job of the negative can justifiably be limited to sheer refutation. Unless the prosecution can prove guilt the accused goes free, and there is no third or middle course open once the charge has been made. But modern debating also derives much from deliberative controversy which is based on a somewhat different philosophy. Much recent emphasis has been placed, particularly, on debate in its relation to discussion and problem-solving in the entire continuum of democratic action. In the deliberative assembly the affirmative charges that evils exist to be solved, and unless the negative elects to deny this charge it cannot reasonably resort to pure refutation. After all, as many affirmative teams have asked, if we



PROF. JAMES N. HOLM

face a problem which demands action, and if the negative are not content with the policy advanced under the proposition, what better plan have the negative to offer? Both affirmative and negative are part of a problem-solving situation and their task in deliberation is to find the best way out of the difficulty. This is a far different matter from forensic debating, since it opens up the whole area of alternate courses of action, ceasing to be a simple case of guilty or incorrect. The forensic debater in a deliberative situation then may become more a hindrance than a help to good debating—simply because he has not differentiated between the two philosophies antecedent to current debate. And since most of our debating today is on subjects of economic, political, and social policy we need to do more deliberative and less forensic debating.

But what of the four almost classic negative positions in debate? Let's review them.

The first is, of course, pure refutation in which the negative elects only to deny and destroy the contentions of the affirmative. This is a position of outright denial, and is weak in most deliberative situa-

tions, since it leaves the negation open to charges of obstructionism. As a matter of fact, it is not mentioned in many up-to-date textbooks such as that by Ewbank and Auer. Despite this psychological weakness it is still a widely used tactic, even to the point of abuse. It makes "good" debating because a skilled debater can demonstrate his adaptability by meeting the opposition point for point, thus winning a victory by a show of verbal agility. If our debates in academic circles are purely for victory, then we can find no fault with this forensic style on deliberative subjects. But if our aim is to teach students to meet the problems of life in a realistic manner, then we must abandon the destructive approach in favor of a more constructive one. After all, only to deny that a federal world government can be made to work or that outlawing the communist party will stop subversive activity does not solve the problems of world peace or communist conspiracy. Yet we cannot entirely put aside this negative stand, since it must be admitted in fairness that if the negative can prevent the affirmative from establishing a case in favor of some policy, we have gained something: we know what NOT to do, even if we don't know what TO DO. Straight refutation is still a legitimate stand, even though abused and not too socially useful.

The second negative choice is defense of the well-known "status quo". This is a useful and justifiable stand which essentially denies that any problem exists of sufficient magnitude to demand remedial action. It is not too popular with many debaters, probably because they take the existence of a chosen proposition as *prima facie* evidence that something needs to be done, and proceed from that assumption to an inquiry concerning what the problem IS, rather than beginning to inquire IS there a problem? Even though we live in an uneasy time, let us not uncritically assume that everything needs to be changed! May there be more negatives who can stand boldly for the good things we now have rather than immediately jumping on the panacea bandwagon with a suitcase full of new nostrums!

In the third place, we all agree that the negation can stand for a simple and easy modification of the present. Even if the status quo is

* Paper presented at the Chicago Convention of the S. A. A., Dec. 29, 1949.

not free of faults, need we hurriedly turn to some new policy?—this is the attitude of the negative in its third position. It is a popular and very realistic way of looking at things: If the Taft-Hartley law has its defects, need we repeal it rather than amend it? If the United Nations is weak, must we discard rather than strengthen it? If some of our citizens lack proper medical care, would it not be easier to extend present plans than to institute a vast program of womb-to-tomb service? This is the stand of a progressive but not radical negative, one which calls for keen and accurate analysis, and which can result in a penetrating clash on basic issues.

Finally, the negative can choose to defend a complete counterplan. This is certainly valid, since it penetrates the whole field of alternative proposals and refutes those who claim that debate is limited strictly to a yes-or-no decision. It makes a comparison of solutions possible; it is the minority report in a deliberative assembly; it can be a positive and constructive approach to a real and pressing problem. But like straight refutation, it is a sorely abused negative position. Too many problems can be solved by words which sound sweet, but which defy the test of reality! Too many debaters can cook up counter-plans which win debates because they are unexpectedly outlandish. It has not been many years since I heard the Townsend Plan of old-age assistance advanced as a counter-proposal to state medicine on the ground that the prosperity created by the \$200-a-month pensions would make the whole nation so well-off that the costs of medical care could easily be paid by anyone! Obviously the affirmative on socialized medicine could hardly be expected to be ready to debate the Townsend Plan—and they lost. Every counter-proposal should meet the test of legislative reality—would it be a reasonable plan if introduced into a law-making assembly with the sincere purpose of meeting the indicated problem? Many a negative “strategic” counter-plan, carefully concocted to avoid legitimate objections from the affirmative, would miserably fail such a test—and debating would be the better for it!

Yet we must not forget that the counter-plan is a bona-fide result of legislative problem-solving debat-

ing, and as such deserves serious consideration from both judges and negative debaters facing the question of how best to defend their side of the question.

If these are the choices of the negative, what of the obligations? Every privilege, we are told, involves a reciprocal responsibility. That side of the negative ledger is no less clear, although not so explicitly rooted in the compound of logic, law, and parliamentary procedure from which comes the debating we know.

Primarily the negation has the obligation of causing the listener to reject the proposition of the affirmative as false or unwise. Whichever of the four negative stands it chooses, that choice is conditioned by the fact of this duty; which of these will prove the most effective tool in the accomplishment of its assigned task? Debate is always, in the last analysis, an exercise in persuasive public speaking, with the opposing teams struggling to win the audience for or against the proposition. The fact that logical proof is assumed to play a more prominent part in this persuasive process than ethical or emotional simply emphasizes this first duty of the negative, that of carrying the listeners against the affirmative's proposal.

Second, and growing out of the first obligation, is the necessity of the negation to meet the case of the affirmative. Debate is controversy, and controversy occurs when there is a real clash of opinion over elements of the question being argued. Cases on opposing sides of a question may exist side by side without a real clash; argumentation then takes place, but no real controversy, and therefore no debate. But since it is the duty of the affirmative to present a constructive case in behalf of the proposition, it is the duty of the negative to meet that case and to create a real debate. Thus the negation has the obligation to analyze, to adapt, and to clash. If no real controversy develops the fault must be primarily that of the negative.

The third negative obligation is a corollary of the second. The negative must assume a real responsibility in crystallizing the issues inherent in any given subject and potential in any given debate. It must analyze the affirmative position and case with critical insight, and pene-

trate to the basic questions or issues upon which the proposition itself will turn. Of course it has a right to select—to refuse to contend certain points and vigorously to deny others in accordance with its concept of the question. Likewise it may elect to force certain issues upon the affirmative, who may cordially wish to avoid them. But in the total process, the negative must assume a burden of finding and making clear the points of real difference between those who favor the proposition and those who oppose it, and of bringing all the argument possible to bear upon those points. In so doing it will materially contribute to an excellent debate.

And finally, the negation must accept the duty of constructively assisting in the search for truth. Many of those who question the value of debate do so on the ground that its chief end is a shoddy expediency rather than an earnest search for the truth. In so far as the negative neglect the positive ends of truth-seeking, they are contributing to the delinquency of debating. The ultimate validation of debate is the fact that only as men are forced to defend their opinions against the charges of their opponents, only as matters of fact and policy are subjected to the merciless competition of intellectual antagonists, can we be sure of finding whatever truth exists to be found. This validation is affirmed by men so widely separated as John Stuart Mill and Walter Lippman and reinforced by Chief Justice Oliver Wendell Holmes' famous opinion that the only real test of truth is to get itself accepted in the marketplace. This last obligation of the negative is moral, not legal, but is none the less real and urgent. The world is full of those who will abide by the letter of the law, but who are quick to ignore its spirit, yet the search never ceases for those who will courageously accept their moral obligations, for “the letter killeth, but the spirit giveth life.”

The Western Association of Speech will hold its annual fall convention at Santa Barbara State College, next Thanksgiving week. The Debate tournament will be held at Pepperdine College, Los Angeles, the three days immediately preceding Thanksgiving and the Teachers Meeting.

New Rules for Selection of Debate Topics

National Discussion and Debate Committee Asks for Changes

Each year the colleges and universities of the nation discuss and debate what are termed "national" topics. These are determined, phrased, and announced by a group known as the National Committee on Intercollegiate Discussion and Debate. The SAA and all forensic societies are represented on this committee, and each chapter sponsor is entitled to participate in the polls conducted by this group.

The committee operates under definite rules of procedure that have been approved by the cooperating forensic groups. Recently these procedures were revised in an effort to secure greater efficiency and better topics, and with the beginning of this year certain modifications go into effect. The new plan of procedure is published in full below so that all interested directors of forensics may be familiar with the committee's method of operation. The fundamental changes which these rules provide are as follows:

a() The committee size is reduced from nine to five members.

(b) Instead of attempting to secure agreement on question wordings by means of correspondence, provision is made for a meeting of committee members to work out these statements.

(c) Cooperating societies are expected to appoint representatives by November 1 in order that those members in attendance at the annual SAA convention may meet to initiate work for the coming season.

(d) Provision is made whereby the chairman may conduct the polling of all schools and announce final choice and wording of topics in order to speed up the work and insure uniformity of announcement.

As of January 1, 1950, the following rules will govern the committee's actions:

Revised Plan for Procedure of Speech Association of America Committee on Inter-collegiate Debate and Discussion Activities

1. The SAA Committee on Intercollegiate Debate and Discussion to be composed of the following members: One member from each of the four cooperating forensic societies—Tau Kappa Alpha, Delta Sigma

Rho, Phi Rho Pi, and Pi Kappa Delta—one member appointed by the president of the SAA, the latter member to represent the unaffiliated colleges. The chairmanship of this committee to rotate among the forensic societies and the SAA appointee in the order indicated above, the chairman for any given year to be designated by the president of the organization having the chairmanship.

2. Those members who are in attendance at the annual SAA Convention in December to meet and consider the committee's work and to receive and discuss each member's tentative suggestions for intercollegiate debate and discussion topics to be used the following school year. The cooperating societies to appoint their committee representatives at least 60 days (November 1) prior to the SAA Convention.

3. The committee member for each forensic society to see that the chapters of his society are canvassed for suggestions as to topics or questions for debate and discussion to be used the following school year. This survey may be initiated prior to the SAA Convention and should be completed by May 1.

4. The chairman of the committee to send a communication to the forensic directors of a representative sample of colleges or universities that are not members of one of the four cooperating forensic societies asking for similar suggestions to be offered not later than May 1. The chairman also to seek the suggestions of state or regional forensic or speech groups other than the four cooperating forensic societies. The chairman to formulate the suggestions received from individuals and groups other than the four cooperating fraternities by May 1 into a list, labeling the group recommendations as such.

5. The chairman immediately after receiving the fraternity and other suggestions to circulate the lists among the committee members for consideration. The committee members (or a subcommittee) to meet for one or two days as required in May or June to choose and phrase

three to five propositions for debate and three to five questions for discussion.

6. The chairman to submit these debate propositions and discussion questions to chapters of cooperating fraternities (except as a cooperating society may wish to assume this obligation) and to those forensic directors of colleges and universities that are not affiliated with the four cooperating forensic societies who have indicated a desire to participate in the final balloting.

7. The committee member for each cooperating forensic society to be responsible for seeing to it that a report of the above described preferential balloting of his organization is in the hands of the chairman of the committee not later than August 1. The chairman to be responsible for the ballots received by August 1 from the institutions outside of cooperating fraternities. The chairman to compile all of the results of the preferential balloting, counting each voting institution's ballot as equal to that of every other. The balloting reports and computations to be open for public scrutiny. The final results to be sent at once to all members of the committee.

8. If a topic or proposition selected requires in the judgment of the committee a reconsideration, the committee, after consultation with authorities on subject matter and argumentation and debating and discussion is to proceed to rephrase.

9. The result of the balloting and the official wording to be announced as early as possible in September, preferably by September 10. The chairman to be responsible for making this announcement.

10. The committee to embody the essential elements of the question in the proposition itself, and to append no qualifications or definitions.

11. If after the debating season is under way a difficulty or emergency (war, legislative action, etc.), should arise which renders the regularly selected question or its wording unsuitable, the committee is to have the power by a three-fifths vote of its entire membership (i.e.,

(Turn to Page 85)

Department of Interpretation

Selecting and Programming*

By Earl W. Wiley

Department of Speech, The Ohio
State University

There is something in the autumn
that is native to my blood—
Touch of manner, hint of mood;
And my heart is like a rhyme,
With the yellow and the purple and
the crimson keeping time.

The scarlet of the maples can shake
me like a cry
Of bugles going by.
And my lonely spirit thrills
To see the frosty asters like a cloud
upon the hills.

There is something in October sets
the gypsy blood astir;
We must rise and follow her,
When from every hill of flame
She calls each vagabond by name.¹

If Bliss Carman turned his foot-
steps our way this October morning,
I feel he would advise the student
to read only the poems that are
"native" to his blood, for only then
will his heart stir to "the yellow
and the purple and the crimson" of
his lines. But that is only half the
story suggested by today's topic.

I

A—Selecting Poems for a Specific Audience

The business of selecting poems
to read aloud brings us face to face
with this question at the very start:
Is a given interpretative perform-
ance designed for a specific audi-
ence, or is it designed for a specific
student and his personal needs?

When an interpretative reader
casts around for poems that he aims
to slant directly toward some spe-
cific audience, and seeks to arouse
immediate effects in the form of
spontaneous audience response, the
programming procedure is rather
clear. Let us assume that the inten-
tion is to read a series of poems in
the school assembly hall at memo-
rial exercises held for some nation-
al hero. The Lincoln Day celebra-
tion might include poems or parts

*(This manuscript is based on a speech deliv-
ered by Professor Wiley at the Ohio Confer-
ence for Speech Education, held in Columbus,
on October 16, 1948).

of poems on Lincoln by Walt
Whitman, James Russell Lowell,
Edwin Markham, Alexander Mac-
Leish, and Carl Sandburg, among
others. These readings might flank
Ida Tarbell's "He Knew Lincoln,"²
if one skilled enough in the idiom
of that homely dialect were avail-
able. All this is rather obvious.

But the task of selecting the
numbers for this program and ar-
ranging them in a sequence that
satisfies the rise and fall of audi-
ence interest, is not so obvious. It
is at this point we encounter per-
plexities and opportunities, educa-
tionally speaking, that involve the
major challenge of suiting the pro-
gram to the maturity, to the emo-
tional level, to the moral attitudes,
and to the cultural predilections of
he listeners, as well as to the abili-
ties and limitations of the reader.
It is at this point that the reader's
knowledge of human behavior
comes into play, and all those prin-
ciples of psychology that once
seemed so remote to him must im-
plement the program planning. It
is here that oral interpretation may
be elevated into a discipline worthy
of educational acceptance.

The following selections should
glide naturally into the heart of
every pretty girl and love-lorn lad
who hears it:

Love, if a god thou art,
Then evermore thou must
Be merciful and just.
If thou be just, O wherefore doth
thy dart
Wound mine alone, and not my
Lady's heart?

If merciful, then why
Am I to pain reserved,
Who have thee truly served;
While she, that by thy power sets
not a fly,
Laughs to the scorn and lives in
liberty?

Then, if a god thou wouldst ac-
counted be,
Heal me like her, or else wound
her like me.³

A mature audience, one touched
with worldly wisdom, perhaps

would best respond to the poet's
meaning of the following:

I do not pity the old men, fumbling
after

The golden bird of love, the purple
grapes of laughter;

They drank the honey once, they
fingered the falcon's hood.

I do not pity the old, with ash in
their veins for blood.

It is the young whom I pity, the
young who are lovely and cruel,
The young whose lips and limbs are
time's quick-colored fuel.

Death can comfort the old; pain, age
understands—

Not the tossed bright head of folly,
the soft impatient hands.

I do not pity the old men's forget-
ful tears and mirth.

But the young must eat pomegran-
ate seeds in the darknes under
the earth.⁴

Nearly any audience would ap-
preciate the following bits of non-
sense:

There was a young lady of Crewe
Who wanted to make the two two;
Said the porter: "Don't hurry,
Or flurry or scurry,
It's a minute or two to two two."

Or

There was a young lady of Ryde,
Who ate some apples and died;
Inside the lamented
The apples fermented,
And now there is cider inside the
inside.

The very young would accept the
following as very great poetry:
My mother has the prettiest of
tricks

Of words and words and words.
Her talk comes out as smooth and
sleek

As breasts of singing birds.

She shapes her speech all silver
fine

Because she loves it so.
And her own eyes begin to shine
To hear the stories grow . . .

God wove a web of loveliness,
Of clouds and stars and birds,
But made not any thing at all
So beautiful as words . . .

They are as fair as bloom or air,

They shine like any star,
And I am rich who learned from her
How beautiful they are.^s

But only the philosophic, again,
would likely sense the calm but
austere penetration of the follow-
ing:

A star looks down at me,
And says: "Here I and you
Stand, each in our degree:
What do you mean to do—
Mean to do?"

I say: "For all I know,
Wait, and let Time go by,
Till my change come." "Just so,"
The star says: "So mean I—
So mean I."°

While it is important that the student read poetry that comes warm from his own heart, it is equally important that he weigh it against the hearts of his audience. A public recitation is a mutual enterprise between reader and listener. The latter is a silent partner in the preliminary stages of the venture, but at the time of presentation he assumes the place of a guest of the reader and judge of the performance.

The outlines that follow may further suggest the kind of planning that might go into the programming for a public recital. They were submitted by undergraduate students in an elementary course in oral interpretation.

Lincoln Day Program Outline

A—Theme: The theme of this program is the grandeur of Abraham Lincoln.

B—Type of Audience: The listeners will be a mixed audience of undergraduates in an Ohio college.

C—Audience Analysis: Young students with plastic minds and emotions, eager for truth, credulous. A friendly group, one that already idealizes Lincoln.

D—Response Sought: An earnest recognition of the simple, truthful and noble soul of Lincoln.

E—Program Arrangement and Selections:

1—Short biographic sketch taken from "Lincoln's Birthday" by Schaffler.

2—Lincoln's Gettysburg Address.

3—Archibald McLeish's Lines for an Interment.

5—Lincoln's Remarks to Negroes on the Streets of Richmond.

6—Excerpt from "The Philosophy of the Race Problem," by Henry Coleman.

F—Brief explanatory remarks will be made throughout the program.

Special Occasion Program Outline

A—Theme: The theme of my program is "love" viewed strictly from the humorous angle.

B—Type of Audience: The listeners will be a group of men varying in age from the late twenties into the thirties. They are gathered together for their yearly social event which consists of a "stag" dinner and, of course, a program to follow it. This event happens to fall on St. Valentine's Day.

C—Audience Analysis: A program given on St. Valentine's Day might quite naturally follow a "love" theme. However, since the audience consists only of young men, this "love" theme cannot take too serious a turn. A man in the company of other men has the tendency to pass over the domestic aspects of love with a joke or chuckle and let it go at that. While a program of serious love lyrics might be expected to be a success with an audience of women, or with a mixed audience of both men and women, I believe it would be a complete failure to an all male audience. This does not mean that men as individuals are not capable of appreciating fine love lyrics but only that, as a general rule in this age and generation, serious discussion of the subject in public is left to the woman. Most men like to feel that "love" is a secondary thing in their lives.

D—Response Sought: Therefore, I have chosen the light or humorous side of love as my theme. My purpose is strictly one of entertainment. I want only that my audience shall laugh on this merry occasion. I have chosen selections for both the bachelors and the benedicts present.

E—Selections:

1—"If You Want a Kiss," Anonymous (Lyric).

2—"The Wife Who Sat Up," George Grossman ((Lyric).

3—"The Silent System," from the French (Monologue).

F—Time of Program: Fifteen minutes.

Father-and-Son Banquet Program

A—Theme: The theme of the program is the loyalty and comradeship that exist between well adjusted fathers and sons.

B—Time of Program: Fifteen minutes.

C—Circumstances of the Meeting: The audience is composed of the fathers of the sons, a group of middle-aged men, and the sons them-

selves, a group of boys ranging from high school to college age. The men have just finished eating and are relaxing before the program begins. They are smoking, talking, and joking. I am the third speaker on the program. The other two speakers have given short talks, one speaker being rather serious in talking about young men of today and yesterday, and the other speaker being rather jovial and humorous in his talk that **Men are Just Bigger Boys**. My part of the program shall include humorous and serious poetry and prose concerned with the loyalty and comradeship between father and son.

D—Response Sought: The purpose of my program is primarily entertainment of an aesthetic nature.

E—Audience Analysis: Since the audience is a group of men of rather varied age, my program will have to be adapted to a varied age group. I shall try to recall youth to some of the older men and, yet, forecast the future to some of the younger men.

F—Selections Used:

1—"Such Is Your Heritage." In Time Magazine, Jan. 25, 1943. (Letter written by a soldier to his unborn son.)

2—"When I was One and Twenty." By A. E. Housman.

3—"One of Lord Chesterfield's "Letters to His Son."

4—"Father William." By Lewis Carroll.

5—"If." By Rudyard Kipling.

G—Basis for the Arrangement: I shall begin with a somewhat long, serious prose selection and then move to the humorous-verse. The shorter poems lend for a quick change of pace and variety of subject matter. I want to leave my audience in a thoughtful, but happy, frame of mind.

H—Extemporaneous Remarks: I shall make running comments throughout the program in order to make an easy transition from the serious to the humorous.

Bits of observation, some wise, some not so wise, but all interesting, will be found in these outlines and may form the basis of profitable class discussion. In these forums we appeal to the psychologists for help, and treatises like Aristotle's Rhetoric may become rich sources of information concerning the characteristics of people of varied ages, in different social levels, and in different ethical, emotional,

and cultural states. Youth is optimistic, forward-looking, untried, idealistic, generous, daring, romantic. The old are the very opposite of this. It is along this line of cleavage that programming may be worked out, and interpretation given a position of dignity in our curriculum.

Left to his own devices the harassed student, pressed by his own fears and pride, may be tempted to repeat some selection that has proved its worth in some past experience of his; or he may grope frantically for some maudlin humorous tidbit as a way out.

Student

B—Selecting Poems for a Specific

Poems have been selected and edited and passed on to the school room for propaganda purposes. The Greek school boy of the golden 5th century had the great Greek poets thrust into his hands as soon as he learned to read. He was encouraged to memorize vast pages of Homer. The purpose was to indoctrinate him with the mores of his people, that the glory of Greece might be perpetuated.

The Roman school boy of the Republic was also taught the glories of his fathers in keeping with democratic methods. But with the rise of the Empire he became a declaimer *par excellence*, reciting with broad gesture and swelling tones innocuous and stereotyped exercises that did more to puff his vanity than to widen his perspective. It remained for the Christian Church to repress this species of exhibitionism. This it did by supplying the Christian with a burning message. St. Paul and his fellow preachers thus view with Demosthenes and the other great secular orators as models for the Christian clergy. St. Augustine stated the case for oral interpretation in these words:

"There are, indeed, some men who have a good delivery, but cannot compose anything to deliver. Now, if such men take what has been written with wisdom and eloquence by others, and commit it to memory, and deliver it to the people, they cannot be blamed, supposing them to do it without deception. For this way many become preachers of the truth (which is certainly desirable), and yet not many teachers; for all deliver the discourse which one real teacher

has composed and there are no divisions among them."

There is, then, a worthy declamation, as truly as there is a worthy sermon, or a narrative, or a worthy lyric poem. It occurs when the interpretative reader plays the teacher and renders to people a wise and eloquent message. It is the kind of message that John Locke would pass on to posterity, or that Dr. Hiram Corson would read to his students.

While there is need of much technical drill in classes in our work that may run the gamut from Esau Wood who would saw wood to the ragged rascal who ran randomly round the ragged rock, generally speaking, classes in oral interpretation might well serve as clearing houses for the great thoughts of great thinkers. The complexity of these thoughts may profitably be set at a level challenging to the craftsmanship, the tastes, and the maturity of the student concerned. Exposed day by day to the best in literature, he should grow in his capacity to respond spontaneously to the truth and beauty that lie in poetry of the highest order.

II

Now for the actual reading of poetry aloud. In coming to this phase of our subject, you may recall one of the oldest commentaries on the matter in our literature. Socrates was quizzing the young rhapsode, or actor, Ion, who was fresh from winning declamatory contests. He imagined the youth to be reciting one of the exciting scenes from Homer—of Achilles rushing upon Hector, or of Andromache, Hecuba, or Priam, pouring out pitiful passages of their pain. "When you chant these lines," Socrates asked, "are you in your senses? Or are you carried out of yourself, and does not your soul in an ecstasy conceive herself to be engaged in the actions you relate, whether they are in Ithaca, or Troy, or wherever the story puts them?"

"How vivid, Socrates, you make your proof for me!" replied Ion. "I will tell you frankly that whenever I recite a tale of pity, my eyes are filled with tears; and when it is one of horror or dismay, my hair stands up on end with fear, and my heart goes leaping."

"Well, now Ion," continued Socrates, "what are we to say of a man like that? There he is, at a sacrifice or festival, got up in a holi-

day attire, adorned with golden chaplets, and he weeps, though he has lost nothing of his own finery. Or he recoils with fear, standing in the presence of more than twenty thousand friendly people, though nobody is stripping him or doing him damage. Shall we say that the man is in his senses?"

—A—

Ion, apparently, was blinded by the metrics of his lines. Socrates questioned emphasis. A seeker of truth, he would stress the message of the poem, read more than its form. Perhaps this is the major consideration in reading poetry aloud: Make the message dominant. It recalls the practices of the judges in the Oxford Verse Speaking Festival. They confer together prior to each contest in order to find out what the contest poem means. The practice might well be adapted in our own Poetry Festivals:

"When I consider how my light is spent
Ere half my days, in this dark world
and wide,
And that one talent which is death
to hide
Lodged with me useless, though my
soul more bent
To serve therewith my Maker, and
present
My true account, lest he returning,
chide;
Doth God exact day-labor, light denied?
I fondly ask. But Patience, to prevent
That murmur, soon replied. God
doth not need
Either man's work, or his own gifts:
who best
Bear his mild yoke, they serve him
best: his state
Is Kingly. Thousands at his bidding
speed
And post o'er Land and Ocean without
rest:
They also serve who only stand and
wait."

But poetry is characterized by great intensity of feeling, and every device of craftsmanship should be brought to bear to make the meaning of the poem impressive: God, we don't like to complain—We know that the mine is no lark—But—there's the pools from the rain;
But—there's the cold and the dark.

God, You don't know what it is —
You, in Your well-lighted sky—

Watching the meteors whizz;
Warm, with the sun always by.

God, if You had but the moon
Stuck in Your cap for a lamp,
Even You'd tire of it soon,
Down in the dark and the damp.

Nothing but blackness above
And nothing that moves but the
cars . . .

God, if You wish for our love,
Fling us a handful of stars.¹⁰

A part of poetic intensity is created by the author's gift of concrete expression. This suggests that every image of sight or sound or touch or motion should be carefully displayed in the reading:

Somewhat back from the village
street
Stands the old-fashioned country-
seat.
Across its antique portico
Tall poplar trees their shadows
throw,
And from its station in the hall
An ancient timepiece says to all,—
"Forever — never!
Never — forever!"

Half-way up the stairs it stands
And points and beckons with its
hands
From its case of massive oak,
Like a monk, who, under his cloak,
Crosses himself, and sighs, alas!
With sorrowful voice to all who
pass,—
"Forever — never!
Never — forever!"

By day its voice is low and light;
But in the silent dead of night,
Distinct as a passing footstep's fall
It echoes along the vacant hall,
Along the ceiling, along the floor,
And seems to say, at each chamber-
door,—
"Forever — never!
Never — forever!"

From that chamber, clothed in
white,
The bride came forth on her wed-
ding night;
There, in that silent room below,
The dead lay in his shroud of snow;
And in the hush that followed the
prayer,
Was heard the old clock on the
stair,—
"Forever — never!
Never — forever!"

All are scattered now and fled,
Some are married, some are dead;
And when I ask, with throbs of
pain,
"Ah! when shall they all meet
again?"

As in the days long since gone by,
The ancient timepiece makes re-
ply,—

"Forever — never!
Never — forever!"¹¹

Poetry employs a more precious
diction than prose, and this element
when brought out may produce a
spiritual value of rare beauty:

O what can ail thee, knight-at-
arms,
Alone and palely loitering?
The sedge has withered from the
lake,
And no birds sing.

O what can ail thee, knight-at-
arms,
So haggard and so woe-begone?
The squirrel's granary is full,
And the harvest's done.

I see a lily on thy brow
With anguish moist and fever dew,
And on thy cheeks a fading rose
Fast withered too . . . ¹²

Poetry more than prose, seeks to
blend language sounds into melody.
What we call rime, assonance, al-
literation, onomatopoeia are but
manifestations of that lyrical urge,
and should be identified in reading:

Here, where the world is quiet,
Here, where all trouble seems
Dead winds' and spent waves' riot
In doubtful dreams of dreams;
I watch the green field growing
For reaping folk and sowing,
For harvest time and mowing,
A sleepy world of streams.

I am tired of tears and laughter,
And men that laugh and weep,
Of what may come hereafter
For men that sow to reap:
I am weary of days and hours,
Blown buds of barren flowers,
Desires and dreams and powers
And everything but sleep.

Here life has death for neighbor,
And far from eye or ear
Wan waves and wet winds
labour,
Weak ships and spirits steer;
They drive adrift, and whither
They wot not who make thither;
But no such winds blow hither,

And no such things grow here.

No growth of moor or coppice,
No heather-flower or vine,
But bloomless buds of poppies,
Green grapes of Prosperpine . . . ¹³

Finally, the metrical pattern of
the poem should be indicated in
the reading, for herein lies the
essential structural difference be-
tween prose and verse. But un-
less this pattern is deemphasized,
the effect is little better than
that of a metronome:

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom
you may know
By the name of Annabel Lee;
And this maiden she lived with no
other thought
Than to love and be loved by me.¹⁴

To break down this monotony, the
metrical pattern should be irregu-
larized:

A roaring, epic, rag-time tune
From the mouth of the Congo
To the mountains of the Moon.
Death is an Elephant,
Torch-eyed and horrible,
Foam-flanked and terrible.
Boom, steal the pygmies,
Boom, kill the Arabs,
Boom, kill the white men,
Hoo, hoo, hoo.
Listen to the yell of Leopold's ghost.
Burning in Hell for his hand-
mained host.
Hear now the demons chuckle and
yell
Cutting his hands off, down in Hell.
Listen to the creepy proclamation,
Blown through the lairs of the for-
est-nation,
Blown past the white-ants' hill of
clay,
Blown past the marsh where the
butterflies play:—
"Be careful what you do,
Or Mumbo-Jumbo, God of the
Congo,
And all the other
Gods of the Congo,
Mumbo-Jumbo will hoo-doo you,
Mumbo-Jumbo will hoo-doo you,
Mumbo-Jumbo will hoo-doo you."¹⁵

—B—

The use of gesture and bodily ac-
tion in the reading of interpretative
lines is suggestive. This is in sharp
contrast with the actor, who, identi-
fying himself with the part in which

he is cast, dances, fences, laughs, cries, in full keeping with his lines. The impersonator also exhibits in some fullness the complete actions performed by the character portrayed. But with the interpreter gesture is elusive and subdued:

A curve for the shore,
A line for the lea,
A flush in the sky
Where the sunrise would be.

A sweep for a gull,
A dash for the main,
The skill to do more,
The will to refrain.¹⁶

The interpreter reads most narrative poetry with full eye contact with his audience:

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—

One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and arm." . . . ¹⁷

The same intimate eye contact is usually recommended in interpreting lyric poetry:

I saw him once before,
As he passed by the door,
And again
The pavement stones resound
As he totters o'er the ground
With his cane.

They say that in his prime,
Ere the pruning-knife of Time
Cut him down,
Not a better man was found
By the Crier on his round
Through the town.

But now he walks the streets,
And he looks at all he meets

Sad and wan,
And he shakes his feeble head,
That it seems as if he said,
"they are gone." . . . ¹⁸

However, when the lyric is particularly subjective, the reader shortens his "line of suggestion." This calls for considerably less eye contact than in the former case:

Ah, Maker of Dreams,
Could you sell me a dream
Of a home-coming soldier boy
With the old sweet smile
On his nut-brown face,
And his eyes telling tales in their joy?

Could you send him back
In his battered old plane,
With a whirl and a whiz through the air,
To a dear little cottage
In a wee western town,
And have me waiting there?

Could you blot out the long
Lonely years that have gone
Since he fell and the best of me died—
What is it you're saying,
Oh, Maker of Dreams?—
"Ah, no, I cannot, I have tried."¹⁹

As we weigh our responsibilities in oral interpretation, it is well to recognize that ours is a marginal discipline. It is an inexact science. It lacks a body of subject matter of its own. So it draws freely for material on other subjects. This very prodigality of choice creates a problem in itself, for the experts in the fields of knowledge traversed by the interpretative reader may challenge the interloper's rights to an opinion on a subject in which he lacks knowledge. I once heard a professor of English say that an instructor in speech had no business reading Hamlet, because he lacked an adequate understanding of Shakespeare. The specialist in psychology, in aesthetics, in logic, in history, may raise the same question in principle. Certainly Henry Wadsworth Longfellow did not let the facts of history stand in his way in writing Paul Revere. Then, to compound a felony, the interpretative reader repeats the poet's musings.

But our clash with other experts does not end there. In the oral presentation of a selection, the reader may find himself challenged in his expression by the phonetician, the lexicographer, the lyricist, the dia-

lectologist, and even by his own associates in the different schools of elocution. Robert Hillyer recommends that poetry never be chanted.²⁰ Lennox Robinson, the Irish poet, playwright, and director, who visited our campus last winter and zestfully read poetry aloud to us for an evening, chanted everything he read. But I see no reason to go upon the defensive at this point. I prefer to think of these things as facts, not as shortcomings, and to face them as such.

1. "A Vagabond Song". By Bliss Carman.
2. "This reading is found in Gertrude E. Johnson's *Modern Literature for Oral Interpretation*. (1930).
3. "Madrigal—To Cupid". By Francis Davidson.
4. "Pity". By Babette Deutsch.
5. *From Songs for My Mother*. By Anna Hempstead Branch.
6. "Waiting Both". By Thomas Hardy.
7. "On Christian Doctrine". By St. Augustine. Bk. iv. Chap. 29. A Select Library of the Nicene and Post-Nicene Fathers of the Christian Church. (ed.) Philip Schaff. (1907). II, 596.
8. Plato's *Ion*. Translated by Lane Cooper. Plato. (1938). 84-85. Jowett's translation appears in Wayland M. Parrish's *Reading Aloud*. Appendix I.
9. "On His Blindness". By John Milton.
10. "Caliban in the Coal Mines". By Louis Untermeyer.
11. "The Old Clock on the Stairs". By Henry Wadsworth Longfellow.
12. "La Belle Dame Sans Merci". By John Keats.
13. "The Garden of Proserpine". By Algernon Charles Swinburne.
14. "Annabel Lee". By Edgar Allen Poe.
15. "The Congo". By Vachel Lindsay.
16. By an unknown Japanese poet.
17. "Paul Revere's Ride". By Henry Wadsworth Longfellow.
18. "The Last Leaf". By Oliver Wendell Holmes.
19. "Sell Me A Dream". By Lun Dee.
20. Robert Hillyer's article "On Reading Verse Aloud", appeared in the *Atlantic Monthly*, July, 1939. Only the last of the following recommendations made by Hillyer is open to serious objection.

1. Read out in a full but unrestrained voice.
2. Do not dramatize the poem.
3. Do not chant it.
4. Stress only the syllables that would be stressed in ordinary conversation; indeed, let the stress take care of itself.
5. Read short syllables in a hurry and long ones at leisure.
6. Observe all pauses extravagantly. Silence can never make a mistake.
7. Vary the pitch eagerly.
8. When the lines overflow each other, draw out the last syllable of the overflowing line, and, without pause or change of pitch, collide with the first syllable of the line that follows.
9. All lines in English verse, more than one foot in length, divide into two equal time units. These units cut across feet, accent syllables, and may even split a single word. More often than not, there is no pause between them. Theoretically, then, the best way to read English verse is to a metronome . . .

Stanford University won the annual Tau Kappa Alpha Speech Tournament held at the University of Montana April 21-22.

The annual North Dakota University Debate tournament ran into a blizzard this year and had to be postponed.

Department of College Oratory

Building the College Oration

By Orville Roberts

Speaking as one who is called upon to serve as a judge in high school and college oratorical contests, I would like to observe that quite often much of what we are doing in terms of preparing, training and goal-directing our students is at best nebulous, and at worst harmful. In an attempt to re-evaluate our attitude toward—and building techniques in—oratory, the following article is offered. It does not contain “final answers,” it is but a reflection of the writer’s experience as a high school and collegiate competitive orator, and more lately as a teacher and critic of student oratory. Due to space limitations, this article is offered in outline form. The teacher may draw upon his ingenuity and information in supplying illustrations of the parts and steps, which illustrations will give conceptual **meaning** to these generalizations.

SELECTING A SUBJECT

The student orator should first consider the following questions:

I. About what does the orator have the most conviction and knowledge?

II. About what does the orator have the most conviction and knowledge, and in which the average audience would be interested?

III. About what does the orator have the most conviction and knowledge, in which the average audience would be interested, and about which the orator knows more than the average audience?

IV. About what does the orator have the most conviction and knowledge, in which the average audience would be interested, and about which the orator knows more than the average audience, and which the audience can be made to see has a **vital significance** for them?

V. About what does the orator have the most conviction and knowledge, in which the average audience would be interested, about which the orator knows more than

the average audience, which the audience can be made to see has a **vital significance** for them, and which the orator can adequately, factually, relatively **completely** develop in the time allotted.

When the subject is found which measures up to the foregoing criteria, that is the subject upon which to build up the oration.

Preliminary Steps in Preparation

I. The orator should have an extensive knowledge of the **immediate** subject matter of his speech—based on research through reading, or in certain cases, personal interviews with men qualified by profession to offer suggestions, i.e., teachers, lawyers, preachers.

II. The orator should have an extensive knowledge of the **background** of the general area of his subject. What did orators in other ages have to say about this subject? What do philosophers have to say about this subject, etc.? Such a preliminary step will tend to produce “richer” thought content and more “dignified” expression. It also imparts that intangible “feeling of authority” which comes from a detailed knowledge of the history of thought on a given subject.

For the beginning orator, at least 10 of the greatest orations of the past should be read to give a “feeling” for oratorical style. Here are some suggested orations for reading and study:

- 1) Demosthenes “On the Crown”
- 2) Burke “On the Conciliation of the American Colonies”
- 3) Bryan “Cross of Gold”
- 4) Webster “Reply to Senator Hayne”
- 5) Patrick Henry “Speech in the Virginia Assembly”
- 6) Lincoln “Second Inaugural Address”
- 7) Edward Everett “The National Character”
- 8) Richard Watson Gilder “The New Patriotism”
- 9) Cromwell “Acres of Diamonds”
- 10) Rufus Choate “The Aim of Deliberative Eloquence”

Preparing the Oration

I. Write down in twenty-five words or less, the central theme, the

thesis, the “gist” of the oration.

II. Write down **everything** that comes to mind regarding the subject. Organization is not important at this stage. Get it out of your system.”

III. Make an outline. Include introduction (statement of thesis and description of importance of subject to audience), body and conclusion.

IV. In the body, use examples, reflecting several points of view, indicating the nature, extent, significance, history, importance, etc., of the subject. Draw upon the long “writing-out” referred to under II. **Lead** toward the conclusion by reducing examples, analogies, etc., into one unforgettable sentence which epitomizes the essence of the thesis. The body, always, regardless of the “abstractness” of the thesis, **must** contain **easy to understand, specific, factual bases**, in order that the audience may find **meaning** for what is said through the process of visualization.

V. In the conclusion, if you have a problem-solution oration, offer solution here. Make certain the solution tallies explicitly with the problem; that is, that the solution solves the problem—that it is **not** a generalization. If your oration is biographical—expand the import of the “unforgettable sentence” so that it indicates the significance of the person’s qualities of humanity which we should emulate, or etc. Generally, the conclusion of an oration should define the thesis so that it has a **broad application and significance**. If an “appeal to action” as a means of motivating the audience is employed in the conclusion, it should be specifically goal-directed, although the language might conceivably be figurative, and it should be realistic.

Observations Regarding Oratorical Phraseology

There is but one criterion of linguistic usage in oratory: the language must project “emotion” **clearly and forcefully**. This criterion implies that language is **not** the end in oratory. Because of the effects certain words produce upon the nervous system of hearers because of extensive previous condi-

* Taken from the Jan. 1950 number of the Kansas Speech Journal, P. 5. Orville Roberts is Director of Forensics at Kansas Wesleyan University.

tioning, so called "affective" linguistic manipulation is all too often the only goal of the un-knowing or demagogic speaker. "Ethics" require that words be reacted to as **representations** of that which is being talked about, and that they not be reacted to because of their "emotive," "impressive," etc, qualities.

II. Figurative language is used to best advantage when a non-literal analogy is being developed.

III. Literal language, simple and specific, is **most** desirable when stating the thesis, and when developing the thesis through the use of examples and illustration. This is emphasized, because in these instances, the orator's purpose should be to instruct, **not** to "persuade," and this cannot be accomplished if the meaning is ambiguous.

IV. Colloquialisms and slang should be sedulously avoided—excepting quotations, or passages of dialect.

V. Levity, or language which produces effects of whimsy, are almost without exception to be avoided in an oration.

V. The beginning orator would be well advised to avoid copying language employed by the "ancient" orators, since it is too formal and elevated for the "modern" public platform, and to avoid the flamboyancy of contemporary collegiate and political orators, since behind the imagery there lurks but little thought.

VII. Avoid cliches as you would the plague!

VIII. Elevated language is used to advantage in the conclusion, **if** it is not overdone, and **if** a specific, factual frame-of-reference has been established in the body of the oration. When this is the case, elevated language can impart a justifiable emotional quality. Without a solid core of fact, elevated language becomes a mere **exhibitionism**.

Delivery

I. **Dignity of bearing** is the most general, and yet the most specific, definition of appearance that can be offered regarding the orator.

II. The mood is usually **serious**. Therefore, saccharine smiles and "plays to the gallery" are out of place. An audience judges a speech as much by the character of the orator—as reflected in his style of speech and appearance as they do by what he says. It should be emphasized that everything else con-

(Turn to Page 63)

Marriage

By Roberta Evans
University of Redlands

I saw three homes demolished. I watched the lives of six individuals uprooted. The destruction didn't stop even there, but encompassed a greater and greater circle of people. This generation will not see the end of its repercussions.

The destroyer? Divorce.

I have witnessed the tensions and mental strains, the injury to physical health, the set-backs in personality, and the general unhappiness which are synonymous with divorce. I've seen the lives of three people whom I love saddened and torn apart. Three people whose judgment I would never question, whose integrity I deeply respect, and after whom I have patterned many of my habits.

I have six older brothers and sisters who have all married—three apparently successfully, and three who are experiencing the discouraging ordeal of divorce. That isn't a very good family average, is it? I wouldn't be telling you about it, but because I can only speak from my observations and knowledge, I have personalized a problem which is as deep as American culture itself. My brothers and sisters have not found divorce easy. Theirs is a lifetime of readjustment, or restlessness, of fitting together the broken fragments of their personalities. They will never be the same again. I'm not going to cry on your shoulder with their case histories. That is unnecessary. They as individuals are meeting their own private situations as well as they can. But when I multiply their unhappiness by millions, and try to conceive of what countless other couples must experience, the implications of what is happening to our **status quo** are no encouraging. The problem is real to me. It is real to you.

That the situation has sent its roots deep into our civilization is evidenced in the common daily expressions of the American people—the movies and newspapers, the magazines and radio programs to which we are all exposed. They emphasize the haste of marriage, and leave divorce to come leisurely. Romance is intensified far beyond its true importance. Immorality is common and frequently justified.



ROBERTA EVANS, Univ. of Redlands

Marriage has come to be an extra-curricular activity in the complexity of our society. One out of four marriages in the United States meets with divorce. In some regions the figures are even more alarming, one out of two marriages ending in divorce, and in some instances divorces outnumber marriages.

What is wrong with our society? Why this repeated failure of the American Home? The war? The new status of women? Individuality? General unrest? A lack of any deep and stabilizing religion? That the problem is not ebbing is revealed in graphs which include a period of several years. Have you seen any of them? The line which indicates the divorce trend travels steadily and sharply up. It cannot go much farther. Toward what end are you and I directed?

This thing which threatens you and me is becoming a source of humor, a thing to be lightly treated. Homes are wrecked on mere trivialities. We read in the Miscellany column of Time that a woman seeks her independence in Detroit because her husband deliberately refuses to smoke the same brand of cigarettes she does. In San Antonio another couple parts over different preferences in room temperature. Up in Seattle two more call it quits when they fail to agree on the color their house is to be painted. Surface tensions indicative of a deeper cultural

trait! And, how is this evil being dealt with? What steps are being taken by our thinking citizens? Last March in the Nevada capitol an assemblyman didn't crack a smile when he introduced a new bill, admittedly to boost the state's divorce business, which isn't bad as it is. His plan? Divorce seekers reaching Nevada would register for a \$5.00 fee, obtaining a special key to use on a slot machine, and to be used consecutively for 42 days, automatically recording the fact they had spent the statutory six weeks in the state, necessary for divorce. In due time a certificate would pop from the machine, complete with the imprint of the great seal of Nevada and the signature of the district judge.

Clearly the answer must lie in other channels. In court, many reasons are given as excuses for divorce, which are usually rationalizations for something deeper. It is not education or lack of it that is the cause for marital rift. It is not that people marry too young, or have too great an age difference. Nor is it economic differences, or religious differences, or occupational differences. It is not that personalities are similar or dissimilar. No one of these factors is the sole cause of divorce, though they are very often surface sources of conflict. Attention is concentrated on them and they are pointed out as being an impregnable barrier to which divorce is the only answer. Once such a conflict arises, there is no other way out; no use to try again. Something much more profound lies at the base of all this. It will be eliminated when couples come to the realization that the happiness found in marriage is only proportional to the happiness put into it, that two wedded people cannot live two separate lives, but must continually subordinate themselves to the higher oneness they have created. Only then will marriage truly succeed. The answer is simply, **maturity**.

Pre-marriage counseling, special clinics, sex education, movements toward unified marriage and divorce laws—all these remedies are valuable in alleviating the conditions which today exist. But alone or collectively they will never form a solution. First, and most importantly, there must be a complete transition in our whole outlook. We have some growing up to do. Unless we employ reason and rational think-

ing, unless we rid ourselves of dozens of convenient rationalizations, unless we attain maturity, we can have no anticipations. Certainly, when I consider marriage, I hesitate. I think of my family; I remember many turbulent scenes. I am aware of the void which fills for too many lives. I think of the lot of posterity. Consider Karen Kaye, my six year old niece, who, by court order, must divide her time between her divorced parents; who is showered with material gifts, but senses the insecurity of her position. Last summer she maintained that she wasn't wanted, that no one loved her. In searching, demanding tones, she asked why she had to be sent from relative to relative. She is only six, but she is already firmly caught in the effects of a wrecked marriage.

And there you have it. The American Home. A great institution. Symbol of security. Source of happiness. Ongoing from generation to generation. Center of our very civilization. It does not hold as much as a fifty-fifty promise for us. Not until we forego our adolescent concepts of wedlock; till we dissolve the barriers of pride and rationalization and excuse; till we exchange apathy for concern and indifference for responsibility. The answer will emerge when individuals such as you and I develop a willingness to reason out this paradox, called marriage.

ED. NOTE: This oration has won two Western States' Tournaments during the college year—the Western Tournament at Stanford in November, 1949 and the Pi Kappa Delta Invitational at College of Pacific, Stockton, California, April 3-5, 1950. Miss Evans is a freshman student at the University of Redlands.

BUILDING THE ORATION

(Continued from Page 62)

sidered, **sincerity** is the most compelling quality of oratory. The touchstone of successful speech is to be found in deep personal conviction. This quality, or the lack of it, will be revealed by the manner in which the orator delivers his speech.

III. Avoid over-done gesticulation. Dramatic gestures were the rule 50 years ago. It is now the general opinion that restrained, though **complete** gesticulation (as opposed to fidgeting) is the more effective—and by the same logic which testifies that **under-statement** is often more effective than **over-statement**.

IV. The usual admonitions of

clear, clean articulation, physical relaxation, neat grooming and vocal variety of course apply to oratory.

Other Observations

I. High school and inter-collegiate orators usually have had experience as competitive debaters. As such, they are accustomed to speaking without an audience, since none save the opposing team, the judge, and occasionally a timekeeper are present during the debate. Therefore, it should be stressed that the student orator must recognize that the central role of **an audience** is basic in determining the structure of the speech. This will require some reorientation in the point of view of students who are usually concerned more with the inter-relations of arguments than they are with **audiences**.

II. The student orator should be on guard against the evolution of an oratorical style more appropriate to debate or extempore speaking than to oratory. Arguments should not be "slanted" in oratory as they are in debate, and "trick" organizations and "fuzzy" terminology should be avoided. Obfuscation is felt by some—not by the present writer—to be desirable in debate because it "confuses" the opposition and makes rebuttal difficult. In oratory, however, the goal is not to dissimulate but to instruct. This rather elemental difference in structure and approach should be stressed.

III. If an oration is to **mean** anything to the orator, something must be sacrificed in order that the oration can be produced. I truly feel that one who passes up a football game, or a dance, or who goes without eight hours sleep to "sweat it out" in writing and practicing an oration will do an infinitely better job in the contest—or in any situation, for that matter—than one who yells at his buddy over a nickelodeon at the Snack Shop: "Say, have you got an idea for an oration? I gotta give one this week end." "Giving" something to an oration in the way of personal comfort or convenience causes it to be more a part of the orator, and it gives him a greater motivation for working for its success.

Coach A. R. Christensen of So. Dakota State College, Brookings, will be on leave next year working in the graduate school of the University of Minnesota.

Department of Discussion

Edited by PROF. WAYNE N. THOMPSON, Chicago Division, University of Illinois

DISCUSSION IN AGRICULTURE

D. M. HALL¹

Because of the kind of life he lives, the farmer, it seems, has become something of a philosopher. He sees life come and go, and he often wonders what it is all about, where we are heading, and whether this or that happening is good or bad.

Farmers used to talk over their problems in the country store, but when A. & P. moved in and moved the stove out, they broke up the meeting place. The automobile played a part too; it permitted us a wider range and thus broadened our acquaintances. But breadth was gained at the expense of personal relationships.

The reports say that the rural neighborhood and community has disappeared and has been replaced on the sociologists' maps by trading areas. Geographically, however, the community is the same; it has disappeared only in a psychological sense. It takes people to make groups—people enough alike in value-attitudes to find some common ground, but enough different in skills and abilities to find solutions for their problems.

We permitted our local groups to disintegrate because we mistook acquaintanceship for friendship, because we did not realize how much our morale depended upon support from our group, and because we did not understand the finer points of group organization and function.

The Extension Service has built its program upon groups. The work is nation-wide, and it is hard to estimate the thousands of groups and millions of people taking part. Extension workers spend much time in organization and in outlining problems and projects. Our work is mainly discussion, and training leaders to repeat the discussion material in local groups. Consequently, we have learned several things about group discussion.

In the literature we find thousands of suggestions about how to

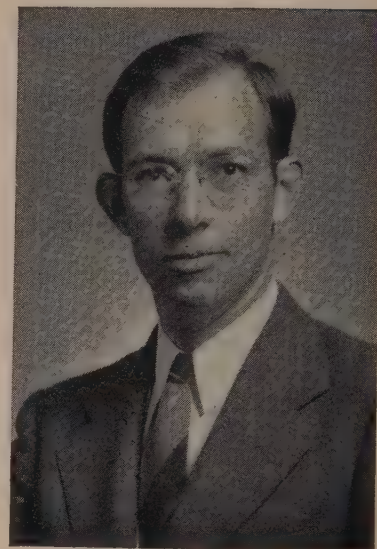
make group work bigger and better. But most of the authors consider group work as audience situations in which some one can display his dominating personality in order to "make friends and influence people" or probably more accurately stated "to influence friends and make people." Extension workers haven't been so guilty of this as some others, and yet we have thought of specialists and leaders as "carrying the torch."

Not so long ago we discovered that there were two kinds of groups; (1) the membership group, a closely knit organization with a high degree of personal interrelationship, such as the family, the gang, the club, and the discussion group; and (2) the reference group, a large, loosely bound group without much personal contact, such as a farm organization, political party, scientific society, trade association, labor union, or country club.

Then we found that certain problems could be solved more successfully in one kind of group than in the other. And the methods of operating were different too. A panel, a symposium, a debate, or a lecture is suitable for these larger reference groups. But true discussion, defined as "a cooperative effort to find the truth," in which everyone participates and in which there is much give and take, much interpersonal reaction, can be successful only in a small membership group.

Membership groups are born frail and immature, and only through time and experience can they grow strong. Their level of maturity determines what kinds of problems they can handle. Only a mature group can handle highly personal problems in a way that is intimate enough to be satisfying to its members. Immature groups lightly skip these more serious and controversial issues and spend their time discussing sports or playing bridge. Nevertheless, immature groups can be composed of very mature people.

We have a long history of teaching small groups the facts of farming and homemaking. During this time we thought a great deal about those broader social problems, but we did little about them because



WAYNE N. THOMPSON

we didn't know how to handle them.

Then in 1935 the U.S.D.A. launched its "schools of philosophy," which were conceived as policy-forming discussion activities. Key people were asked to attend the intensive four-day courses, at which a team of experts presented the pressing problems of the time. The study included areas in political science, economics, history, philosophy, sociology, psychology, and education.

Staff lecturers presented two subjects during the forenoon, and several discussion groups "rehashed" the material during the afternoon. About 200 persons attended, and they were divided into groups of 20 to 25 for the afternoon discussions.

On the first day the "General Social and Economic Backgrounds of the Present Situation" was discussed. On the second day several topics regarding the "Place of Government in Modern Society" were presented. Problems of "Regionalism, Nationalism, and Internationalism" were covered on the third day, and the subject for the last day was "Social Adjustment and Administration."

These schools reached their peak in 1940-41. By that time about 110 schools had been held, with an attendance of nearly 25,000 persons.

¹ Assistant Professor in Agricultural Extension, University of Illinois College of Agriculture, Urbana, Illinois. This address was given at a sectional meeting of the Annual Convention of the Speech Association of America, Chicago, Illinois, December 30, 1949.

The reports show that thirty-seven appointed a discussion leader to sponsor local discussion groups and discussion leader training. By 1941 some two million farm people were taking part in these programs. Eighteen different topical leaflets were published, and over two million copies distributed. Most of them were highly controversial, but all sides of the questions were presented.

After 1942 interest seemed to have run out, probably because of the war, budget changes, and administrative interest in other things that looked like planning. There was some criticism that these discussions never got beyond the talking stage. Action was desired, and administrators wanted to show results in their reports. Discussion leaders were satisfied if farmers gained more confidence in their own judgments and if they were able to express themselves more clearly and fearlessly.

There were a few people who saw these "schools" as an instrument of democracy. Recalling the experiences of our settlers in the town hall, they pointed out the importance of discussion to democratic government. They quoted John Dewey who in 1929 had pointed out the importance of face-to-face associations in shaping the lives of men. Such associations are found in the family, the local church, and the local neighborhood. Because these forces are direct, people are aware of them. But, as Dewey put it, in the new technology, "The local communities, without intent or forecast, found their affairs conditioned by remote and invisible organization," the scope of which was so vast that it was impossible to come face to face with their forces. The community was invaded by a new and relatively impersonal and mechanical means of intercommunication. In the new age the community is not a partner; it has no control over these impersonal formers of public opinion.

By 1946 the discussion project was dropped in the U.S.D.A. At present it is being revised, but the language has been changed to "public policy education." In this there are some dangers.

Dewey in "The Public and Its Problems" outlined three problems for genuine and effective public policy decision-making. First, he

said, we must put into operation numerous agencies for continuous and persistent inquiry into facts which should become the basis for our public policies.

Second, we must make it easy for people to get into face-to-face communication with each other. The present trend is toward mass media of communication. Here, he said, we must reckon with hired promoters and publicity agents with their uncanny instinct for detecting whatever intellectual tendencies threaten to encroach upon their control of human behavior, and with their skill in using the inertia, the prejudices, and the emotional partisanship of the masses. Propagandists would hinder free inquiry and free expression in order to have their way.

Third, Dewey argues for the restoration of effective local communities which provide centers of identification for persons and which enrich their experiences in social interrelationships. These local associations we identify as membership groups.

Unless we follow through in solving these three problems, our democracy is in danger of being taken over by propagandists, both within and without government, who would like us to know only those facts favorable to their special interests. When they become entrenched as Hitler was and Stalin is, they won't even permit us to discuss the errors in their thinking.

In a number of states, among them Minnesota, New York, Vermont, Iowa, and Ohio, state workers have carried on definite programs of discussion work. In Ohio we have a good example of an integrated program. It is built upon local membership groups which are federated into county units and then into a state-wide reference group. Each local group is independent and determines its own program and procedures. Each group consists of about twelve families who meet every month.

Each month an attractive discussion guide is published by the state organization, the Ohio Farm Bureau. The subjects included in this guide are chosen as the result of resolutions submitted by local groups to the state organization. These resolutions become the program for the farm bureau for the next year. The discussion guides

are introduced in a panel discussion over the radio on the last Saturday of the month. The groups send in reports, which are summarized and reported back over the radio on the first and second Saturdays of the month. References are given too. On the third Saturday the topic for the next month is introduced, and suggestions are made on how to proceed with it. In August and September the discussions involve the formulation of resolutions which each local group thinks should become part of the state resolution committee report and the following year's program.

The Ohio program has been successful largely because of four things:

1. The authorities recognized the differences between membership and reference groups, although they didn't name them as such.
2. All the people were brought into the planning phases of the problem-solving situations.
3. The inner-circle leadership in the reference group had faith in the democratic processes. **You** are never easily integrated into **my** nicely prepared plans; you work energetically only on **our** plans. An atmosphere was developed that was conducive to democratic control. The group members cherished their differences and abolished the fear to speak their convictions. The people were encouraged to speak, and then what the people said was not ignored.
4. A sensitive intercommunication system was developed, capable of carrying messages both ways.

The November report showed that 1,042 groups sent in reports of their meetings. There were 1,4997 active councils. Attendance was 17,003, or sixteen per group (I think this is about fifteen percent of the farm bureau membership in Ohio).

Where groups have not succeeded, the reasons appear to be one or more of the following:

1. There is a lack of understanding of group processes.
2. There is too much domineering role-playing and too little democratic behavior.
3. There is failure to understand the value in differences.
4. The steps in problem-solving have been neither well understood nor well utilized.

RADIO SECTION

Edited by HALE AARNES, Stephens College

INDIANA SCHOOL OF THE SKY

Speech: The Life-blood of Democracy*

1. ANNOUNCER: **Indiana School of the Sky.** The twenty-fifth in a series of programs, "Problems in Everyday Speech", is brought to you at this time. These programs are arranged and presented every week as a feature of the Indiana School of the Sky.

2. NARRATOR: Our guest speaker today is Dr. Eugene C. Chenoweth, Assistant Professor of Speech at Indiana University. His subject is: "Speech: The Life-blood of Democracy." Dr. Chenoweth:

3. CHENOWETH: Suppose radio announcements, bulletin board notices, and newspaper headlines were to state that free speech is forbidden and that no one is to be permitted to criticize the government or any public office-holder. We would be shocked to know that we had lost one of our most cherished rights of democracy.

Yet millions of men and women deny themselves the precious privilege of free speech, because they lack the ability to express their opinions in public even before small groups. On the other hand, thousands of individuals who have good command of speech do not use it. It is obvious, therefore, that the right of free speech is a farce when a high percentage of our people are unable to speak effectively, and when capable speakers do not take advantage of this liberty. Since millions of our citizens, perhaps 90 to 95%, can not or do not utilize speech freedom in a meaningful or productive manner, we must suffer many of the same social and economic inequalities imposed upon those people denied the rights of freedom of speech. To the extent that people voluntarily deny themselves the power of speech and discussion they must suffer injustices.

The idea of democracy is predicated upon the unwritten law that permanent progress in social, economic, and political developments

must be gained through the people's own efforts. This law holds that, unless people work out their own difficulties instead of depending upon a few experts to solve their problems, people must endure grave injustices and many inequalities.

History abounds in unsuccessful attempts of so-called wise rulers to bestow economic justice and social equality upon their people. It has been clearly shown that democratic freedom, social justice, and economic equality can not be superimposed upon a people by a beneficent ruler or a bureaucratic government. If men are to possess freedom, they must design it from their own theories and convictions. If men are to have justice, they must solve their problems themselves through discussion and debate, because oral thinking is the most effective way to determine the real causes of difficulties and to arrive at suitable solutions. Important questions must be discussed and debated publicly through the medium of discussion groups, the lecture platform, the radio, and the newsreel. Inasmuch as oral communication is the most effective channel for spreading information, beliefs, and convictions, it is only through cooperative discussion and action by an informed people that we can secure freedom from want, freedom from fear, freedom from crime, and freedom from tyranny. As the late Professor Charles Henry Woolbert said, "When men seek light in a crisis, when the issues of life are keen, people resort to speech!"

But we are neglecting to observe this simple but vital principle of democracy, and as a result we are afflicted with social maladjustments, economic inequalities, and political corruption. Now let us look at the facts.

First, consider the social maladjustments of our civilization. We have millions of adult delinquents, who have no sense of their social responsibilities. For example, an unreasonably large percentage of marriages, more than 50% in some cities, are broken each year, and millions of children suffer the tragedy of losing one or both of their



PROF. HALE AARNES

parents. Since these parent delinquents shirk their obligations, many of their children are potential criminals and burdens upon society. Something must be done to correct this fearful situation.

To cure youth delinquency we must first eliminate adult delinquency in marriage and family responsibilities. Marriage and family clinics should be opened in every community. Parents and prospective parents should be invited to participate in the study and discussion of marriage and family problems. Parents who are contemplating divorce should be required to complete a study-discussion course in marriage and the family under the guidance of a highly trained leader.

Young adults considering marriage should be encouraged to take a course in marriage and family relation. High schools, colleges, and universities should require students to take courses in marriage and parenthood. As has been indicated, these clinics should be conducted as study-discussion groups, because participation in the study of problems produces the most effectual results.

Closely akin to our social problems are our economic inequalities. Twenty per cent of our people earn less than \$1,000 per year, \$83 a month. About fifty per cent are drawing less than \$2,000 per year. Since at least fifty per cent of our people are existing on a low standard of living, many are restless and dissatisfied, and their minds are fertile breeding grounds for foreign "isms" that promise greater security. This is a grave situation which should be brought to the attention

*This speech was delivered May 30, 1948 in the radio studio at Indiana University. The speech was wired to WHAS, Louisville, Kentucky, where it was broadcast.

of employers, financiers, and statesmen, as well as to the general public, through the medium of radio, public discussions, and forums.

As far as education is concerned, our educational accomplishments are inadequate. Hundreds of thousands of Americans can not read or write. Millions have not completed the sixth grade, and only sixty per cent have gone beyond the eighth grade. Almost five per cent attend college. Roughly, only one-fifth of the students who enter college are capable group leaders, smaller percentages of high school students possess leadership ability, and a very few grade school graduates are able to meet an audience situation. The problem of adequate education for an alert citizenry demands nationwide attention.

In the field of labor problems, management-labor disputes, strikes, and lockouts are hampering the production of the necessities and conveniences which millions of people want. After wrangling and negotiating unsuccessfully for months, management and labor were forced by public opinion to submit their differences to Congress. Many believe the resulting legislation is the correct solution.

Perhaps, this is an illusion. The history of the labor and management death struggle in France between the World Wars I and II should be a lesson to the American people. The French labor government under Blum managed affairs in such a high-handed manner that public opinion swung in the opposite direction. Reactionaries were then placed in power, punitive labor legislation was enacted, and French big business had its way. Labor resented this injustice and became bitter, stubborn, and belligerent. Management unsuccessfully tried to force labor to cooperate in increased production. As a result management and labor played into the hands of the Nazis.

Is not the American scene basically parallel to the French? During the past decade labor dominated industry to such an extent that public opinion elected Congressmen who passed rigid labor legislation. It appears that big business is attempting to have its way, but labor is resisting the legislation as did the French workers. The future is uncertain.

How much better it would have been if management and labor

leaders had learned how to discuss differences logically and reasonably and had come to an agreement among themselves without forcing Congress to pass questionable labor laws. As Macauley said, "Men are never so apt to settle a question rightly, as when they discuss it freely."

Now let us look at the political picture. We have too many selfish, unscrupulous politicians, who regard lightly their obligations but desire to remain in office so that they can fill their purses with money drained from the public treasuries and from the pockets of gamblers, gangsters, and other illegal tradesmen. One of the reasons unscrupulous politicians are elected to office is the fact that only 25 to 50% of the people eligible to vote go to the polls on election days. This frequently permits pressure groups to elect officers who will enact and enforce legislation which provides financial gains for their particular greedy groups. Yet, many potential voters sit quietly by and allow such transgressors to operate unchallenged.

Many people who do not vote have a misconception of democracy. They seem to think that democracy is some mysterious form of government that will perpetuate itself forever and will guarantee life, liberty, and happiness to every individual. These people obviously assume no citizenship obligations. But they should remember that if a man desires his business to prosper, he must attend to it himself. Likewise, if people wish to have good government, they must vote and participate in politics.

Indifference to our political responsibilities has made it possible for Communism to make deep inroads into our nation. J. Edgar Hoover stated recently that the Communists through their fifth column activities are now more firmly entrenched in the United States than the Nazis were embedded in the countries later occupied by Hitler's hordes. The Soviet dictatorial government in Russia is telling its people and adjoining satellites that American democracy will collapse under a great business depression, and that Communism can then be installed in the United States and in the other nations of the world. Yet, many of our people complacently ignore this threat of Russian Communism. We appear to be in a

mental state similar to that of the Athenians when Demosthenes was pleading with the complacent people of Greece to shake off their indifference and to stop Phillip of Macedonia, who was gradually closing in on the Greek city states and conquering them one by one. We are complacent and display an alarming disregard for the threat of Communism in our nation. We seem to think "It can't happen here."

This complacency is shared by the majority of the members of the service clubs, parent-teacher associations, study clubs, Great Books courses and many other similar organizations. Service club members, only too frequently, give their vegetative attention to a dull speaker or mediocre entertainment, engage in automatic applause, and return to their work, golf, home, or poker. The parent-teacher associations, study clubs, and even Mr. Hutchins' Great Book courses probably only rarely accomplish little more than do the service clubs. They all appear to be fiddling while Rome burns or burying their heads in the sands of complacency, while children in their communities are committing crimes of thievery and murder.

Every service club should be a debate and discussion club. If the men and women of these organizations were to devote one hour each week to the consideration of adult and youth delinquency, inflation, labor-management disputes, and other similar problems, no doubt many workable solutions would be discovered which would greatly benefit the people of their communities. Then these organizations could rightly be called service clubs. But these members too often remain silent and wander aimlessly in a hypnotic state of complacency.

Now this complacency is due chiefly to the fact that people have not been taught to think independently and discuss their opinions meaningfully with their fellows. These inabilities are the result of ineffectual education.

The curricula of our elementary schools, high schools, colleges, and universities, therefore, must be revitalized and geared to meet the ever-increasing problems and complexities that confront our youth and adults. If our democracy is not to fail, our educational program must comply with Jefferson's theory that

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The Extempore Speech Contest*

By GEORGE McCARTY, Indiana State Teachers College

Text books on speech training agree quite generally that, of the four methods of oral presentation, extempore speaking is the most important. It is not surprising therefore, that contests in extempore speaking have become popular and that many tournaments, both at the high school and at the college level, include this event in the contest program. It is not the purpose of this article to discuss the importance of extempore speaking either as a part of the speech training course or as a contest event. Rather it will proceed from the point of agreement that it is important in both and explain in some detail a contest plan of extempore speaking, the advantages of which, if not apparent here, may become so to those who will experiment with it in classroom or tournament situations.

This plan of extempore speaking was devised at South Dakota State College more than two decades ago, and ever since its first year of trial there, has been a regular part of the annual program of the South Dakota State Intercollegiate Forensic Association. It has been used intermittently also in some of the Province Tournaments of Pi Kappa Delta and in one or more of the National Tournaments. It is now one of the events regularly included in the annual Intercollegiate Forensic Tournament at Indiana State Teachers College.

Like Topsy, this contest method "jes grewed up." Like Topsy, too, it had a very humble, and a more or less accidental origin. I had been asked to speak before the Speech Section of the annual convention of the South Dakota Education Association. No subject was suggested beyond the intimation that the discussion should be on some matter of interest to speech teachers. (I accepted the assignment out of a desire to co-operate, an attitude which has through the years taken much

of my time, and perhaps because, well, it was a whole month before the speech would be ready, and somehow it seemed at the moment to be a good idea. But the day-by-day classroom duties took my time and in about a week that month had passed, and tomorrow I must speak "on some matter of interest to speech teachers" at the State Education Association. The late hours of preparation that night did not do much for me. I arrived only at the decision to speak on extempore speaking. Relieved by that decision, further preparation on the speech was postponed until the following day.)

Tired of the over formal, statistics laden, three-speaker debating customary at that time, and even more weary of the heavy-browed, meticulously declaimed oratory of the annual "Old Line" oratorical contests, I sought some innovation which I hoped might put new life into what seemed to me a dull annual custom. Bad as these contests were, I was nevertheless convinced that they possessed possibilities of great educational value for leadership in a democratic society. Perhaps an extempore speaking contest might provide a modicum of variation if nothing else. I would work on that.

The idea of including in my extempore contest the requirement that participants ask and answer questions and be rated on some, emerged sometime during the very deliberate 75-mile trip via the Chicago & Northwestern train from Brookings, South Dakota, to Huron. Came time for my speech on extempore speaking as a possible contest. It was delivered. It was not a "howling success." No one in my audience of a dozen (or were there only 10?) said a word about the idea except the presiding officer. He urged comments or questions. There were neither. Again, like Topsy, there was no evidence that anybody wanted it. Soon thereafter, I arranged an extempore contest, based on this unwanted idea, between South Dakota State and Huron College, each school to be represented by three speakers. We traveled to Huron for that "world

premiere" of what was later to become the South Dakota Plan of Extempore Speaking. Result: students, instructors and auditors liked it. Huron traveled to State for a second contest. The idea took hold. It was added to the contest program of the State Speech Association and later attained the more extensive use noted above.

The South Dakota Plan of Extempore Speaking

Participants in this contest are to understand that each is to appear three times: first to speak on his chosen subject, later to ask a question of some other speaker, and to answer a question directed by another.

In his main speech, customarily limited to eight minutes, the contestant is required to adhere closely to the statement of his chosen subject. To be rated high by the judges he must not only speak well, he must speak on a particular subject, the material for which he has prepared during the preparation time-limit.

As a questioner, the contestant must be fair, limiting his question to the subject discussed. Within reasonable limits he may set up an opposing point of view, may call for additional information or clarifying material or otherwise stimulate further analysis and discussion. His time limit is one minute.

The answer part of the contest, limited to three minutes, gives the speaker additional opportunity to clarify his position on mooted points or to provide amplifying material. He is not required to answer an irrelevant question. However, if he believes the question to be irrelevant, or if he does not understand the questioner's intention he may, to defend himself or to direct the discussion for the audience, ask the questioner for clarification. In any case he should make an honest effort, keeping in mind that the goal of the contest is not merely to win a decision, but rather to win the approval of an intelligent, thoughtful audience. He should avoid asking whether the answer given answers the question. Suppose it does not: there is probably no time for more

* Taken from the January issue of The Speaker of Tau Kappa Alpha. Professor McCarty is director of forensics at Indiana State Teachers College and sponsor of the chapter of Tau Kappa Alpha at that institution.

questions or answers. Furthermore the contest rules provide for only one question and one answer. Then too, it is the responsibility of the judge to decide upon the quality and relevancy of both questions and answers. Give your best answer and leave it to the judge.

The Chairman Must Understand His Duties

It is imperative in this contest that the presiding officer have a clear understanding of his duties. Definiteness on his part will simplify procedure for all concerned—contestants, judges, and audience. Prior to the contest the order of questioning must be determined by the chairman, or for him, and not revealed to others. At the beginning of the contest he should remind the speakers of the three appearances of each and should emphasize the point that each must prepare a question on every other speech given. After each main speech the presiding officer must give the contestants a reasonable time for the preparation of questions, before calling on the next speaker.

When all main speeches have been given, the chairman may proceed after this manner: "We come now to the question and answer phase of this program. The speaker called upon to answer a question will take the platform. The questioner will step to the front of the room where he can more easily be seen and heard. I call first upon Mr. X to take his place on the platform. Mr. X speaker No..... discussed the subject '.....'" (The chairman to state again the subject previously announced). Then: "Mr. Y will ask the question." Then follows the order of questioning and answering as determined prior to this period. By re-stating each time the subjects discussed, and by announcing the number of the speaker, the chairman will make it easier for contestants to locate their respective questions and will simplify the work of the judges in locating quickly the right percentage columns on the ballot.

Choice of Subjects

As conducted in the state of its birth, this contest plan uses a wide variety of subjects on current affairs. However, it may readily be adapted to one subject divided into several phases. When the former method is used, instructors of the participating schools send or bring to the director of the tournament

subjects of current interest. Prior to the drawing of subjects by the contestants, the instructors should meet and carefully select the best of those submitted. At the time of the drawing the contestant chooses one of three drawn. At that time the question-answer phase of the contest is explained. (Of course it is easier for the contestant, and a better speaking program is more likely to result, when participants have had former experience in this type of contest.)

Time for Preparation

If a variety of current interest subjects are used, two or even three hours is not too much time to allow for preparation. (If I were to be in such a contest, were to draw a subject about which I knew little or nothing, I would insist upon three hours or more. Of course I know that some freshmen will tackle the United Nations fearlessly with only an hour's total preparation time.) Some instructors insist upon one hour as being sufficient. That limit is possible only if a general subject has been previously announced and contestants have had opportunity for preparation. I am afraid, however, that under this system, oftener than not, the resulting speeches are memorized or practically so. It would prove revealing to add the question-answer feature to such a contest. Incidentally this plan, requiring as it does that all contestants must participate throughout contest if to do well in their second and third appearances, comes nearer providing the same time for preparation. In all other extempore contests, unless the time of drawing subjects is "staggered," those speakers who appear last on the program have a much longer time for preparation than those who speak first.

Judging the Contest

Although this contest plan may seem complicated to the uninitiated, including the judge, if the chairman knows clearly what to do, there need be no confusion. It has the definite advantage for the judge in that, since each speaker appears three times, he can more accurately evaluate individual speaking achievement. The ballot with names of speakers and their subjects should be typed and ready for the judge to see sufficiently in advance for his careful reading of instructions.

Instructions to the Judge

As a judge in this contest you are

asked to base your decision upon total general effectiveness, considering each speaker in three separate appearances.

You are to give to the speaker, who in his main speech ranks highest in the group, a grade not above 75%; to the one ranking lowest, a grade not below 50%. Grades for the other contestants all range between these limits.

In arriving at total grades and the relative rank you are to take into consideration not only the main speeches but also the questions asked, and the answers given. The questions and answers are to be rated high according to their significance, their relevance to subjects discussed, and their clarity in statement. The value of the question is to be rated not above 10%; the answer not above 15%.

From the total of these three grades, determine the rank. See that no two speakers have the same total.

LIFE-BLOOD OF DEMOCRACY

(Continued from Page 67)

a democracy can succeed only if the masses are educated sufficiently to investigate, to discuss, and to debate the important problems of making a living, of marriage, and of rearing children. They must be taught to grapple intelligently with economic, social, and political questions that arise daily. They must be taught not to depend upon bureaucratic experts to settle their problems. We must teach our children how to think independently and constructively and to discuss their common difficulties in a meaningful manner.

Debate, public discussion, and oratory were most frequently used during the stormy birth and rapid growth of our nation. Convincing debate, persuasive oratory, and purposeful discussion are the life-blood of democracy. Through the utilization of potent, dynamic, and effective speech, we shall develop new frontiers in our social, economic, and political democracy.

You have just heard Dr. Eugene C. Chenoweth of Indiana University discussing "Speech: The Life-Blood of Democracy." This is the twenty-fifth in a series of programs presented weekly at this time as a feature of the Indiana School of the Sky. Next week our subject will be "Speech in the United States."

International Debating

Report of the Tour of the American Team in Britain.

By Charles Radcliffe, President of Bates College Debating Council.

THE American debater who has an opportunity to debate in Britain is in for a wonderful experience. Recently Oscar Newton, Jr. of the University of Alabama and I (Charles Radcliffe of Bates College) were presented with this opportunity when we were chosen by the Institute of International Education to comprise the first representative American debating team to tour Britain.

The English-Speaking Union arranged our tour of British Universities, and it was the most extensive ever planned for American debaters. In six weeks during February and March of this year we engaged in eighteen parliamentary debates in England, Scotland, and Wales. Our debates at Cambridge and Oxford were highlights, but the reception accorded us at every step was excellent. All in all, the trip afforded us a good look at British university life, and of their debating in particular.

I am afraid we Americans are likely to think of the British as a bit dull, very stiff, and formal. Mr. Newton and I won't make that mistake again! Almost the opposite impression would be truer of British university life. On every hand we found informality and friendliness to be the rule. Our reception, far from being "stiff," was invariably in the form of a big, gay party—often ending in a "fish and chips"* supper at a very late hour.

In matter of dress and habit the British student is much like his American counterpart, even at Oxford and Cambridge. Under battered academic gowns are found the well-worn sport coats. If anything, the British student is much more of an individualist than the American, and considerably more tolerant of individual idiosyncrasies.

This highly individualistic approach to life is forcibly demonstrated in British debating, which is entirely a student run affair. There are no judges, no coaches, no tourna-

ments. Despite this lack of high-octane competition, debating is one of the most popular and important activities in their universities. What's more, the quality of their debate is often better than ours!

To understand British debating one must understand how it is organized and the function it fulfills. At the heart of their college life is the University Union. Through the Union the students, without faculty control, run the athletic, social, and intellectual life of the student bodies. Every University has a Union building, usually an imposing structure, centrally located. This contains a dining room, bar, beer hall, gymnasium, library, lounges, conference and office rooms, and invariably a debating hall.

In the debate hall at various times during the year (perhaps as often as once a week) full-scale parliamentary debates are held. Every student is a member of the Union and consequently an "honorable member of the house" in these debates. The arrangement of the hall and the procedure of the debate is closely copied from the House of Commons. The president of the Union is Speaker of the House.

The question for debate is proposed by the "Government" and opposed by the "Loyal Opposition." Usually there are four main speakers, though at Cambridge there were six and at Oxford eight. Of course, my colleague and I, as guests, were always main speakers, sometimes as a team, but more often on opposing sides. At Oxford and Cambridge the main speakers often include cabinet ministers and other prominent politicians. Churchill, Eden, Atlee and others have spoken there.

The major speeches are usually about twenty minutes in length, and when they are over, the debate is thrown open to the floor. Here it rages for hours. Members wander in and out during the evening. Often there are more people in the bar than on the floor. The Speaker has the tough job of keeping order on the floor and it requires great parliamentary skill on his part.

The debate is marked by wit and oratory such as we rarely witness in our country. The quality of the

average speech is surprisingly good. Speakers use statistics and "quotes" only rarely for support. They rely upon logic, historical development, humor, sarcasm, personal attacks** and fine speaking ability. They are dealing with people, and people have prejudices and senses to be played upon. Often a speech is wholly irrelevant and is made purely for the fun of it. There is always a considerable amount of heckling from the opposition and the good speaker must learn how to deal with it. Underneath the highly traditional procedures (such as always referring to a person as "honorable member," and bowing to the Speaker upon leaving or entering the hall) and forms, the debate is a rough and tumble affair.

This type of debating is highly enjoyable. Proof of its wide appeal is the extent of student participation in debate. Our audience almost always packed the debating hall, and often exceeded four hundred in number. They weren't there just to hear the Americans, flattering as such a thought might be. They were there to **participate**, to speak, heckle, and vote their own views on the motion before the House.

Interest in debate reaches far outside the university. Representatives of National papers were often present at the press table to report our debates. The B. B. C. broadcasts important university debates. At Oxford, where as an American team we both supported the motion "That an economically strong Germany is essential to world peace," the B. B. C. recorded our debate and then translated it into German and Italian for rebroadcast to those countries.

Although our debate motions ran from serious questions such as the one at Oxford to purely facetious motions like "That Columbus went too far", which we proposed at the Imperial College of Science, the debates themselves, as enjoyable as they proved to be, were not the sum-total of our experience in Britain.

There are many pleasant memories of our debating tour which I am sure Mr. Newton and I will never

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ED. NOTE: *Fish and Chips is the British equivalent of Hamburger and Strings—or French Fries.

** This "personal attack" is the ad hominem appeal or "indulgence in personalities" ruled out in American debating.

American Forensic League Notes

7:00 P.M. Friday, South Room Commodore Hotel.

These assignments, are, of course, tentative and may be changed later. At the request of our newly organized association, Dr. Gilman has decided to add a High School Forensics Section, Grace Walsh, Eau Claire, Wis., chairman for 3:45 Thursday, Dec. 28.

Other tentative arrangements of interest to the members of the AFA are:

Dec. 30, 2:00—College and University Forensics. A. Craig Baird, Chairman.

Dec. 30, 3:45—International Debating, Richard Murphy, chairman. Dec. 28, 8 P.M.—NUEA Debate on the High School Subject—The Welfare State.

Note: The NUEA will meet on Wednesday and again on Thursday to deal with the selection of the 1951-52 debate question.

President Hellman will announce soon the program for the AFA Meeting at 7:00 P. M. Friday to be held in the South Room of the Commodore Hotel.

ANSWERS TO READER'S QUIZ

1. True. The complete paper appears on 6:3-4, Spring 1950.

2. True. You'll find this bit of information in the right hand column of page 7, along down towards the bottom of the page. The whole article on the history of intercollegiate debating in Ohio is well worth rereading. You'll find it on 6:5-8, Spring 1950.

3. Hugo Hellman received this honor in recognition of his pioneering work towards the organization and his fine ability for leadership.

4. True. You've read about this visit in several issues. The latest, in the Spring issue, was on 6:19.

5. Mighty true. And that's not the only honor Redlands has won, by a long shot. Read the full story on 6:23-28.

6. Four topics were used this year, the national topic and three sub-topics. These are listed starting in the bottom right hand corner of page 41 and continuing on page 42. This requirement was expected to produce a tough and exciting tournament—and it did. Only the strongest of teams can hope to survive in this kind of competition.

Brooks Quimby, Bates College, Lewiston, Maine.

Paul F. Rosser, Seattle Pacific College, Seattle, Wash.

Mrs. John H. Melzer, Georgetown College, Kentucky.

Dean C. Barnlund, Univ. of Florida, Gainesville, Fla.

Ralph H. Widener, Jr. Univ. of Mississippi.

Jerome C. Kovalcik, Champlain College, New York.

Albert L. Swank, Peekskill High School, New York.

Rev. Eugene Gallagher, S. J. Georgetown College, Washington, D.C.

Jack E. Vowell, Georgetown College, Washington, D.C.

Spencer Davis, Rhode Island State College, Kingston.

J. Edward McEvoy, Syracuse Univ., New York.

Roger M. Busfield, Jr. Univ. of Alabama, Tuscaloosa, Ala.

W. Scott Nobles, Louisiana College, Pineville, La.

Fred J. Barton, Abilene Christian College, Abilene, Texas.

Paul M. Rilling, No. Texas State Teachers, Denton, Texas.

Irene R. Norris, Princeton High School, Princeton, West Virginia.

Harry H. Ullom, Texas College of Arts & Industries, Kingsville.

Dorothy W. Williams, West End High School, Birmingham, Ala.

Elton Abernathy, Southwest State Teachers Coll. San Marcos, Texas.

Gregg Phifer, Florida State College, Tallahassee.

Fred Jewell, Geo. Peabody College, Nashville, Tenn.

Batsell Barrett Baxter, David Lipscomb College, Nashville, Tenn.

H. B. Todd, Mississippi College, Clinton, Miss.

Mrs. Bertha S. Hunt, Jackson High School, Miami, Fla.

Waldo Braden, Louisiana State University, Baton Rouge.

Russell N. Garland, New Hampton Prep School, New Hampton, N. H.

In addition to the above four members have already sent in their 1951 dues.

Dr. Wilbur Gilman has assigned the American Forensic Association the following places on the program of SAA at New York next December.

1:15 P.M. Wednesday, South Room Commodore Hotel.

Since the organization meeting at Chicago last December, the Eastern Region and the Southern Region have both held meetings and organized.

The National Secretary is in receipt of the minutes of the Southern Region meeting. Miss Annabel Dunham, who was elected Director from the Southern Region at the Chicago meeting now has the following cabinet elected by the Southern Region at its first meeting. Secretary-Treasurer, Roger M. Busfield, Jr. Univ. of Alabama; Members of the Executive Committee: Mr. Harvey Cromwell, Mississippi State College for Women; Prof. Scotty Nobles, Louisiana College; Dr. Franklin Shirley, Wake Forest College. The dues of the Regional organization will be \$1 a year, and annual meetings will be held in connection with the Southern Speech Association.

The new organization made several recommendations to the Southern Speech Association for the conduct of future tournaments. Among these were that the National debate question be used, and that the Oregon Style of debate be used for six rounds.

New Members

Since the organization meeting in December, the following new members have been added to the national roster, beginning January 1st.

Theodore O. H. Karl, Pacific Lutheran.

Alonzo Morley, Brigham Young University, Provo, Utah.

Gale L. Richards, University of Nevada, Reno, Nev.

Raymond H. Myers, Univ. of Wisconsin at Milwaukee.

John W. Ackley, San Diego State College, Calif.

Lynn C. Surles, Marquette University, Milwaukee, Wis.

Raymond S. Ross, Marquette University, Milwaukee, Wis.

Rev. Thomas S. Long, St. Benedict's Preparatory School, New Jersey.

Joseph H. Mahaffey, Auburn Technical, Auburn, Alabama.

Lucille Stephens, Poughkeepsie High School, New York.

Sister Elsie Veronica, St. Vincent's Academy, Newark, N. J.

P. Merville Larson, Univ. of Denver, Denver, Colo.

Special Feature Division

Presenting Montana State University, Located Halfway Between
Yellowstone and Glacier National Parks

The Story of Forensics at the University as seen by its director, Ralph Y. McGinnis.

Halfway between the perpetual snowpacks of Glacier National Park and the spectacular geysers of Yellowstone National Park is located Montana State University at Missoula, Montana. The state of Montana is well known by millions of visitors as a vacation wonderland for skiing in winter, fishing in summer, and hunting in the autumn.

Montana State University, with 3,400 students, is relatively small in comparison with other state universities. However, enrolled in the MSU School of Forestry have been students from every state in the nation and from over a score of for-

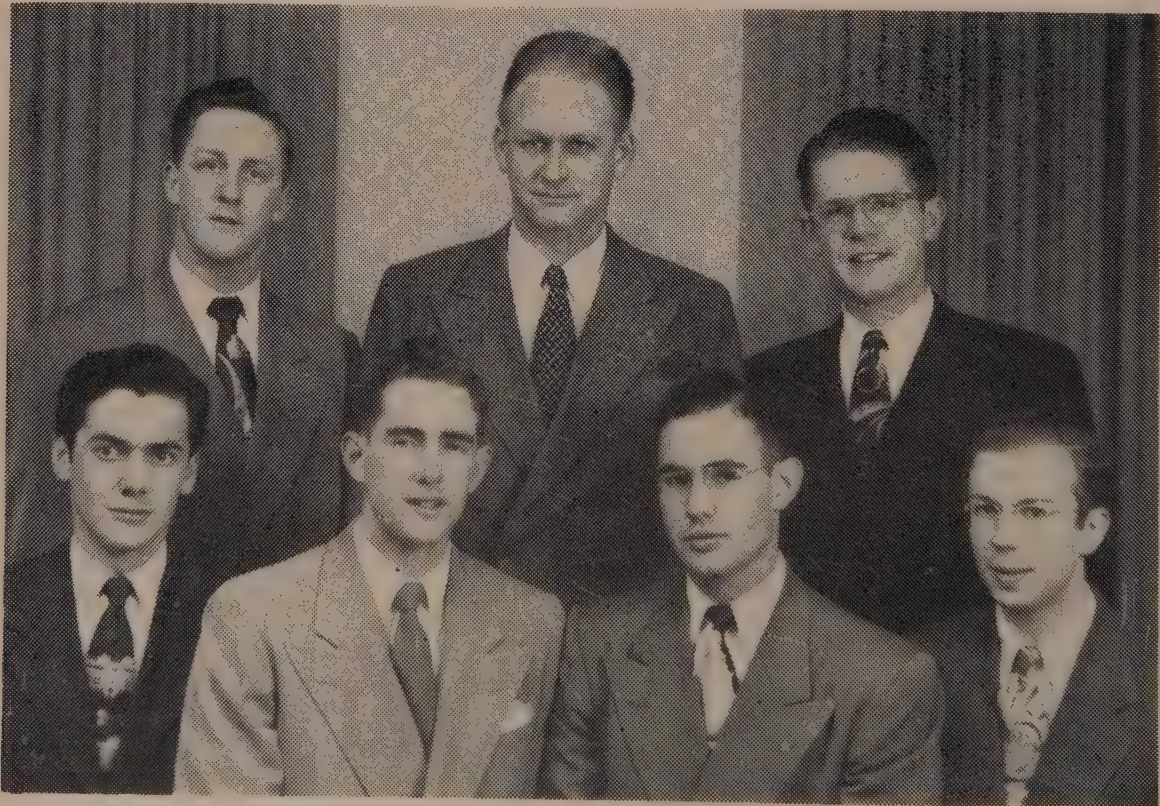
eign countries. Other MSU professional colleges which offer special training beyond the College of Arts and Sciences, include: Law, Business Administration, Journalism, Education, Music, Pharmacy, and the Graduate School.

In Speech and Drama, MSU offers a Bachelor of Arts Degree with majors in both Speech and Drama. Students majoring in speech may elect to emphasize any one of three general fields: public address, radio, and speech correction. Largely because of the urgent need for speech and drama teachers in Montana public schools, enrollment of Speech and drama majors at MSU has more than doubled in the last three years.

In forensics, Montana State Uni-

versity has been active for over thirty years. During the past ten years, MSU debaters and orators have participated in tournaments in every section of the country. In both 1949 and 1950, Montana debaters represented the five Northwest states at the National Debate Tournament, West Point, New York. In the 1950 tournament, the Montana debaters made the best record of all teams from the Rocky Mountain and West Coast states.

Forensic activities at MSU are conducted through the so-called Debate and Oratory Association. Officers include the President, the Debate Captain, and the faculty Director of Forensics. During the 1949-50 school year, forty-eight



UNIVERSITY DEBATERS ARE: (Front row, left to right): M. Dean Jellison, Kalispell, debate captain; Jerry D. Baldwin, Kalispell, President MSU Debate and Oratory Assn.; James P. Lucas, Miles City; John P. Spielman, Jr., Butte; (Back row): Tom F. Payne, Livingston; Prof. Ralph Y. McGinnis, debate coach; and Don Lichtwardt, Helena.

members of the Association spoke in over 300 contests and public programs to a total audience of more than 12,000. Included were the following events:

1. Annual tour of Montana high schools, presenting demonstration debates to fifteen high school assemblies in one week.
2. Annual Tri-state debates with Idaho and Washington State College.
3. Exchange debates with Gonzaga University.
4. Western Speech Association Tournament, Stanford University.
5. Speech Association of America Convention, Chicago.
6. Inland Empire Debate Tournament, University of Idaho.
7. College of Puget Sound Debate Tournament.
8. Rocky Mountain Speech Tournament and Convention, Denver.
9. Linfield College Speech Tournament, Oregon.

10. Montana Intercollegiate Speech Tournament, Butte.

11. Northwest Tau Kappa Alpha Intercollegiate Speech Tournament held at Montana State University, April 21, 22, 1950.

12. The National Intercollegiate Debate Tournament, U. S. Military Academy, West Point, N. Y.

13. Numerous demonstration debates to service clubs, lodges, P. T. A.'s and other civic groups.

14. Sponsorship of the Montana Interscholastic Speech Tournament in Debate, Oratory, Declamation and Extemporaneous, attended by 350 students from fifty-six schools.

During the school year Montana Speakers won six trophies in intercollegiate tournaments. They also received twenty-three medals and certificates for excellence in competition.

Starting in 1947, Montana has sponsored in April of each year a Northwest Tau Kappa Alpha Inter-

collegiate Speech Tournament which offers varsity competition in Debate, Oratory, Extemp and Oral Interpretation. On April 21 and 22 of this year, the fourth annual Northwest TKA tournament was attended by 220 contestants from 29 schools. Winners in the various events included:

DEBATE—48 teams from 28 schools

First—Stanford University — Forrest Barr, David Leavitt.

Second — Ricks College — Gordon Thatcher, Arlan Garn.

Third (tie) — Pacific University—Lester Demmin, Louis Gerhardt.

Third (tie)—Yakton College—John F. Briggs, Jack Christensen.

ORATORY—30 speakers from 22 schools.

First—Gonzaga University — John Hopkins.

Second—Montana State University —Don Lichtwardt.

Third—Carroll College—Vito Zvirzdys.

EXTEMPOREANEOUS SPEAKING

—36 speakers from 24 schools.

First — Willamette University—Frank Lockman.

Second—Gonzaga University — Albert Mann.

Third—Stanford University — Forrest Barr.

ORAL INTERPRETATION — 23

speakers from 17 schools.

Second—Pacific University—Alice Voges.

Third—Western Washington College of Education—Don McMullen.

SWEEPSTAKES—29 schools.

First—Stanford University.

Second—Pacific University.

Third—Gonzaga University.

Tau Kappa Alpha Wachtel Awards were presented to:

Debate—Pacific University, Forest Grove, Oregon.

Oratory—Montana State University, Missoula, Montana.

Extemp — Willamette University, Salem, Oregon.

Sweepstakes — Pacific University, Forest Grove, Oregon.

A feature of the Montana tournament each year is the "Parliamentary Discussion" method of Debate. It consists of two speakers on a team and is conducted as follows:

Part A. constructive speeches. (28 minutes)

First affirmative, 7 minutes.

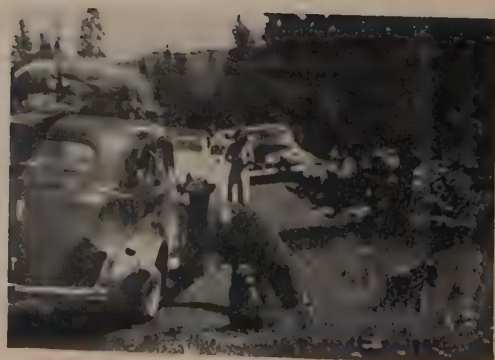
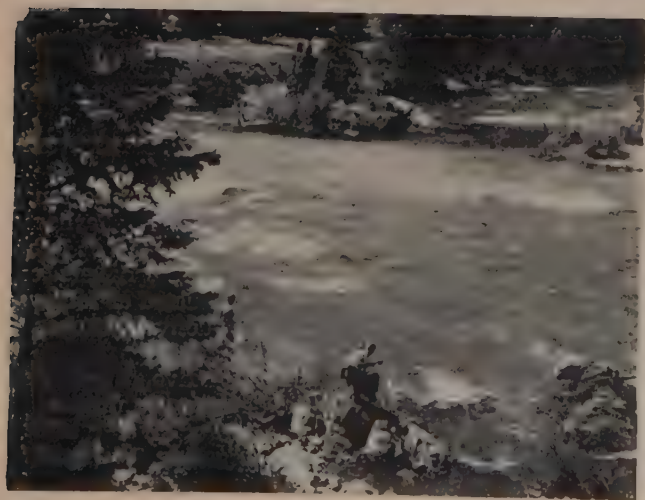
First Negative, 7 minutes.

Second affirmative, 7 minutes.

Second Negative, 7 minutes.



Reid Collins, MSU Orator, 1949-50, holding a University trophy.



Part B. Parliamentary Discussion
(20 minutes)

During this period, upon recognition by the chairman, any speaker may have the floor provided that no two speakers from the same side take the floor in succession without the permission of the other side. No speaker may hold the floor for more than two (2) minutes at a time. By agreement of both teams, this discussion period may be terminated at any time within the 20 minute interval.

Part C. Summary Speeches (8 minutes)

Negative Summary, (4 minutes)
Affirmative Summary, (4 minutes)

The above method of debating is used almost exclusively in Montana university style of debating, the "Parliamentary Discussion" debating has been accepted enthusiastically by most of the schools that attend the MSU tournament. Advocates of this new method of intercollegiate debating claim that it gives more life to debating in comparison to the



university style, and it nullifies the possibilities of asking fallacious questions (questions demanding categorical "yes" or "no" answers—either answer of which "traps" the speaker answering the question) as are sometimes found in the Oregon Style of Cross Examination. Montana debaters are eager to learn of what success other schools have in using the Parliamentary Discussion method of debating. This system was first introduced into Montana intercollegiate debating in 1919 by Professor Walter T. Scott, Montana School of Mines, Butte. Inquiries regarding its uses should be sent to Professor Scott at the School of Mines or to Professor Ralph Y. McGinnis, Montana State University.

Upper Left: Center of student activities—recreation, social events, concerts, plays, lectures, conferences, institutes—is the MSU Student Union building with its auditorium, ballrooms, meeting rooms, lounge, store and fountain.

Upper Right: Four residence halls—Corbin, North, South and New (shown here) house part of the student body.

Center: "Going-to-the-Sun Highway" in Glacier National Park—only a few hours drive from the Montana campus.

Lower Left: The fish won't exactly jump into your creel by themselves, but there are many mountain lakes and streams within easy driving distance of the Montana campus where you can try your skill with rod and reel with excellent chances for a trout dinner.

Lower Right: You won't meet these three bears on the campus — but you'll almost certainly encounter them if you take a week-end trip to Glacier or Yellowstone parks. Remember to keep a safe distance — those signs, "Don't Feed the Bears," are for your health, not theirs!



St. Mary Lake on "Going-to-the-Sun" highway in Glacier park and Old Faithful in the early morning in Yellowstone park are sights worth seeing — both within easy driving distance of the Montana campus.

Prof. Kim Griffin, Debate coach at the University of Kansas, is on leave of absence working for his doctorate at the State University of Ohio during the spring semester.

Prof. Victor M. Powell, director of debate at Wabash College, Indiana is to be on leave to work for his doctorate at the University of Missouri next year. During his absence William K. Clark will be in charge of the debate work. Mr. Clark has been doing graduate work at the University of Southern California.

The Policy Division of the National Manufacturers Association issued a bulletin called "Nationalization, Costs and Consequences" for the use of the 1950 Collegiate Debaters. Write to 14 West 49th St., New York 20, N.Y. for copies.

Prof. Wayne N. Thompson will teach in the University of Denver Summer Session this year. In the meantime he is looking for an Assistant Debate Coach for the University of Illinois, Chicago Division at Navy Pier, where he is head of the Department of Speech.



CAMPUS SCENES — Main Hall tower and Mt. Sentinel (upper left); University Library (upper right); looking across the Oval (center); the Student Union (lower left); the Law Building (lower right).

Editorial Comment

WEST POINT

Yes, it is the best run tournament in the country. I had been told that by those who preceded me in attendance, and now, having seen it go round, I cheerfully subscribe to their judgment.

What I am particularly interested in is what makes it click. Why is it better than practically all of many excellent and magnificent meets. Well, perhaps it isn't any better than many of the others, and certainly it isn't any more enjoyable than many of the others—it is just different—and as a tournament it is certainly tops!

First, perhaps its superiority lies in the magnificent hospitality of West Point. They will tell you that it is completely run by the Cadets, and there are several hundred of them about, doing everything they can to make the tournament a huge success. This is very highly commendable. Where else would you find so many students devoted to a job of the kind!

But, second there is something beyond this earnest endeavor. There is the cooperation, advice, interest and specific direction of the entire Social Science Division. These officer-teachers have lost none of the enthusiasm and cooperative spirit the Cadets exhibit. They are all out for the tournament from "Abe" Lincoln, the Head, down to the newest officer-teacher on the staff, and in addition there is Colonel Johnson, the debate Coach. Everybody seems instinctively to like him and to work with him by preference. In what Speech Department, anywhere in the country, can you find a better example of interest and coordination. I guess we must take our hats off to "Abe" Lincoln and Col. Johnson and the rest. They know how to inspire their Cadets and how to put things over.

But gentlemen, debate coaches, this isn't all. There is something else that makes West Point click. Maybe you have to look a little more closely to see it than the obvious good will, efficiency of operation, and coordination. What is it? Well, I sized it up as the Spirit of the Service. West Point men, officers or Cadets, are selected men, picked men. They have an unusual ideal

of service. It is ingrained in them from the very beginning. You don't find that in the average college. However, it sticks out all over the place at Point.

To begin with, there is the Honor System. It dominates the place. Believe it or not, it is one of the big things about West Point that makes it click. The lowliest plebe imbibes it from the beginning. His destiny is to become a man of honor, of good will, of service. He is marked out to be a gentleman. One little glimpse among many flashed this upon me. There is no one Army more dearly loves to struggle with than the Navy; and believe it or not, while a guest on the Army premises, no one is more solicitously cared for than a Navy man. Why? Because he is a Service man, and the Army recognizes the bond. He is the dearest rival—a gentleman to be respected. Not that Army doesn't fully respect a citizen. They all do—Cadets, Officers and all—but there is just a closer bond with the Navy.

We civilians who have our own dearest rivals among our fellow colleges and high schools should understand this perfectly, and realize just what it means. No one knows better how to congratulate you, or support you than your dearest rivals. No one rallies around you quicker than your dearest rival squad. This happens especially at places like the honor society Convention Tournaments and at West Point. It is one of the memories that you treasure.

Attending West Point was a great experience—in human relations. As a debate meet, despite its being composed of selected teams, its standard of debating and of judging was perhaps not quite as good as the pre-war developments—at least this was true of more than one section of the country. Debating is not yet quite back to the old standards. There was no team at West Point equal in my judgment to some of the pre-war teams I knew. Especially was this true of the West and Southwest in comparison to the entire Nation. That we shall get back again, I firmly believe. That the colleges cannot do it alone, I firmly believe. It will take the patient and earnest development

through the high school years to create some of the giants in debate we had in the pre-war days. However, we are on our way, and nothing is contributing more than West Point to the realization of a high National Standard of Debate. All hail West Point and General Moore and all your staff and all your Cadets! Your service is appreciated, and may your reward follow as surely!

The Poor Distressed Judges.

We shall always, I suppose, hear the judges berated. They can't keep everyone happy. If they decide for you, aren't they the most discerning and capable ever; if against you, aren't they the dumbest clucks, and the most ill-disposed gentlemen ever! Poor old judges! They do their best, but it doesn't ever seem to be good enough. Maybe after all it is us! Perish the thought, but maybe we are just looking for an excuse to blame someone else rather than admit that we really took a beating! Debating is a subjective game. Decisions are not and can never be made with mathematical exactness. They are matters of individual opinion, and different things weigh heavily or lightly with different persons. Values are placed on different things. Evaluations can never be exact; at best they are approximate. Human judgments can err. We all know that, so why not be good sports about the debates we lose that we most wanted to win. Becoming a good sport is after all one of the things debate demands that is perhaps best for the individuals participating. There is nothing quite so important as learning to lose or to win like a lady or a gentleman. Why seek any scapegoats or alibis? It all goes with the game. As a matter of fact what does a decision amount to compared to the individual training one receives in debating—and remember one gets the training whether he wins or loses—no judges decision can take that away. Fortunately those results can triumph long after an individual decision is forgotten. So why mourn about losing, really you haven't lost anything after all! In good sportsmanship you can't lose!

Slowly the clicking of time is bringing back the good old days in debate—we mean the pre-world-war days of 1941. The editor will probably be panned considerably for opining that the standard of debate nationally, judging from West Point, which had the cream of the nation's teams present, is not equal to the standard of many of the pre-war teams. The editor heard about 23 or 24 of the 34 teams present at West Point. Among the twenty-four there were some excellent teams but none who were in a class with some of the pre-war teams that the editor has heard. We still have a way to go to get back to the good old days. To be a high class debater is like getting to be a high class star football man. One begins in high school and keeps at the job till he graduates from college. One can not learn all there is to know about football or about debate until he has played at the game over a period of years, and met a lot of differing experiences in several seasons. The tricks of the game are many and varied, so are the techniques. It takes several seasons and debating on several subjects or propositions to train a debater. This is as it should be. Things that are really worth doing, are not easy; they require effort and devotion, and sometimes excellent instruction helps. Let's admit that perhaps the coach also has something to do with the results.

If there is one thing which the average American College Speech Department could well learn from the United States Military Academy Cadets and the Social Science Division at West Point, it is the lesson of genuine cooperation and coordination. The editor admits that he has never seen anything like it anywhere, but then he is used to attending speech conventions, where everybody is interested in nothing but his own specialty, and just loves to take a hot crack at this thing called debating. That has been so much the fashion during the last decade or so, that it is really refreshing to go to a place where debate has the respect and cooperation of everyone including the Commanding General down to the lowliest plebe. How about it Speech Departments—wouldn't a measure of good will and interest advance us all more than carping criticism at something within our own bailiwick we

don't exactly understand or like? If you don't understand what I mean, suppose you go up to West Point some time and do a little judging at the big tournament.

Lt. Col. Chester L. Johnson

If there is a man in debate whom we shall all regret to see the army change to a new post of service, it is to see West Point lose the services of Chester L. Johnson. One cannot imagine a more genial host, a more efficient leader of the Cadets interested in debate, or a more general favorite among debate coaches in any American college. Colonel Johnson is tops, and he will be missed next year when the annual tournament again assembles at West Point. Evidently he takes some time to do a little coaching also, for his team was one of the best this year and went to the semifinals before losing out. Someday West Point will actually win its own tournament, and may Col. Johnson be there to see it happen!

An Innovation

A most significant thing in American debating has just happened, with little noise and perhaps little attention among the followers of debate, and that is the use of four topics or statements of the same general debate subject in one tournament. It has just happened at America's major tournament, the national meet held at West Point under the sponsorship of the Cadets. For a test of able debating, one will hunt far and wide to outdistance this innovation. West Point seems determined to become significant for more than just holding a tournament. So far it has reacted wisely to all problems that have arisen. Last year a change was made in subjects. This year the subject was expanded into four—three added. Next year, it is hoped that the Committee will choose a broad statement so that at least one additional statement may be made for the West Point meet. Some of the coaches felt that four was a bit too ambitious, but all were agreed that there should be at least two statements next year. There is general recognition that in spite of merit, the breaks are most important in determining the winner. There were undoubtedly about ten teams at this last West Point Affair, which were manifestly superior teams. They

could not all win, but they could all unite in congratulating the two finalists: Augustana and Vermont, the two fine teams which did reach the top.

RECORDING SERVICE

Speech Activities wishes to announce that it has made arrangements to furnish tape recordings of the final debate at West Point this season adaptable to any make of tape recorder. Five of the debates in the new volume of West Point Debates to be issued in mimeograph form will be available also as recordings. The advantage of recordings to a debate squad or class are obvious. A speech can be played before a class and a member of the group may be called upon to get up and answer it as if he were in a regular debate. It furnishes excellent practice. Also it sets the standard for a debate class to aim at when it can practice against the best teams of the country, or listen to them at will.

If you wish to order a recording send the name of the machine you will use to play it on and we shall be glad to quote prices. It is expected that prices will run at about \$8 to \$12 for a debate or a one hour recording. Our records are made on an Eicor which has a gadget which enables us to get an entire debate on a spool of tape which usually runs about a half hour. Copies can be made for twin track or one-track machines.

Our service plans to add debates on the high school and college subjects as soon as possible. If you are interested in this form of service, we shall be glad to hear from you.

John Cole, Redlands debater, sent to Europe last summer by The World Student Service Fund, is planning to enter Redlands to take his A. M. and join the ranks of college debate coaches.

According to the Central State Speech Journal the University of Minnesota is being represented on its St. Paul Campus by its own debate team for the first time since the war. The Debate Coach is David Shepard. The Duluth Branch of the University is also setting up debate for the first time this year. The plan is to expand the activity as student interest grows.

The High School Debate Handbook

CHOICE OF THE WELFARE STATE

By Hugo E. Hellman

It appears now that the proposition on the Welfare State is the one the high school debaters will be wrestling with next season.

In my judgment the NUEA Committee did an excellent job this year throughout the whole process. At the Chicago meeting in mid-winter some hard study, mature deliberation, and a great deal of lively discussion went into the available topics. Each of the three topics finally settled upon were good ones. They are excellent in the particular respect that they epitomize in a very special way the greatest problems we face in America.

That this is true is obvious from only a cursory consideration of their implications. The proposition calling for the abolishment of the federal monopoly on atomic energy would have opened up the momentous implications surrounding the development of the atom bomb and the possibilities of the development of atomic energy. The second question was equally worth while. There is no greater problem in the areas of sociology and economics than the problem of labor-industry relations. The basic problems in this area have not even been faced by our legislators, much less solved. To have a year researching, arguing, and refuting in this area would have been a genuinely valuable educational experience for future leaders in our democracy.

In spite of the fact that I believe the questions on atomic energy and labor unions were excellent I still think the coaches and forensic directors in their final balloting picked the best one. There are many reasons why to me it is the best of the three but the first and the most basic is that from the standpoint of all three as representing the great problems of our time the problem of the Welfare State is the one that must be settled first. The other two are subsidiary to it. Whether or not we are to continue to have a federal monopoly of atomic energy and whether or not we are to continue to have unions operating as they are today must depend upon what kind of state we are to have. If fully developed atomic energy



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can ultimately lift the burden of work from man's shoulders and so provide the key for his welfare then in the Welfare State a government monopoly of it would seem to be indicated. Likewise if in the welfare state the security of the people is going to be provided for, from the cradle to the grave, by government then the position of unions or even the basic necessity for them is going to be radically altered because their reason for being is the security and welfare of the working man. So I say the coaches picked the best question in the sense that they picked the question that needs to be answered first.

There are several other reasons why I think the choice for next season is an excellent one but before going into them there is one observation that might be made about debate questions in general—particularly for the coach who reacts to the problem of the Welfare State like a colleague of mine. When I told him what the question was he retorted:

"They must have scraped the bottom of the barrel to get that one—and gotten a little of the varnish off with it."

There is a good rule to remember at this time of year when the debate question is first announced, namely, that there is something strange about debate questions—something

peculiar in that they can be so cordially disliked when they are new and so generally liked later on. In any year, the announcement of the new question in the spring is a signal for a chorus of groans by coaches and debaters from Maine to California but as the season progresses the chorus dies out and by the middle of the year the general comment always is to the effect that we've got a good question.

There is something strange about questions in the sense that there is something almost human about them in that when you get to know them you get to like them. Wasn't it Abe Lincoln who said that he had never found a man he did not like after he got to know him? I would say the same thing after twenty years in this debate coaching business. I've never found a debate question that we did not like after we got to know it.

The most often repeated objection to debating "Resolved: that the Welfare State is detrimental to the Best interests of the American People" is that you cannot define the Welfare State. This objection was raised at the outset in the Chicago meeting when this proposition was first proposed and I've heard it several times since.

Certainly this is an objection that is not to be dismissed lightly but in my judgment the idea it involves is ultimately going to turn out to be, not a liability but an asset. Because the Welfare State is difficult to define means that defining it is going to be a genuine challenge. This is all to the good because it gives our debaters some mental molasses to wrestle with but it is all to the good in an even more important sense in that it is of extreme importance to the future of our country that the thing be defined. If in America we are headed toward a Welfare State then we ought to know what it is and what it entails and that means defining it and describing it from public platforms everywhere. The importance of this was pointed out in the recent exchanges between Senator Taft and some of the administration leaders. When Senator Taft attempted to use the term as an odious label to be pasted upon certain pieces of social

(Turn to Page 84)

College Handbook Division

GLOSSARY OF TOURNAMENT TERMS

There probably isn't any need for the following glossary of technical terms but for the uninitiated perhaps it might be enlightening and for the visitor to a modern tournament perhaps a life saver when surrounded by the enthusiasts who talk in such a lingo.

A

Ad Hominem Appeal — indulging in personalities. An attempt to hide argument behind humor directed at persons.

Affirmative — name for the side or persons on a team attempting to establish a proposition for debate. "He who affirms must prove."

Argument — a term used to designate a point or division of a debate case. A term for a so-called point in proof with supporting evidence advanced by a debate team.

Argumentation — A Rhetorical term for a form of discourse dealing with controversy or debate. An organized collection of arguments, proof and evidence in written or oral form.

Audience Decision — A system of balloting by the members of the audience to determine the winner of a debate. Sometimes it is a shift of opinion vote. In this case a vote is taken on the proposition for debate before the debate and again after the debate to show the shift of opinion caused by the speakers.

Authority — A person expert or well versed on a subject whose writings and opinions in the field carry weight or are generally accepted as the truth.

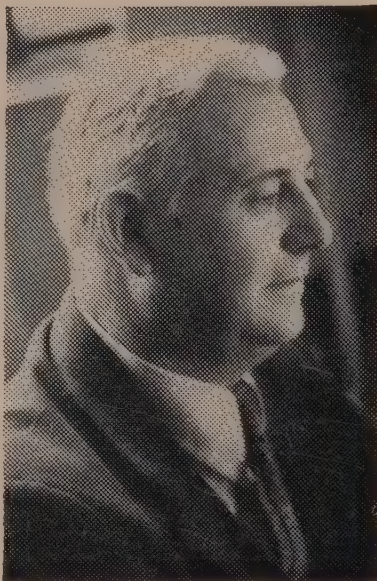
Award — term applied to the trophy won by an individual or a team in a debate or speaking contest. Awards are usually in the form of medals, loving cups, plaques, or certificates printed upon sheepskin or high grade paper which may be framed and placed on display like a diploma on the wall.

B

Ballot — Name for a decision of a judge in a debate or speech contest.

Begging the question — obvious evasion, dodging the issue, talking all around a subject and never meeting the point at issue.

Blank — a debate blank is a form



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made out upon which to record a debate decision. There can be many kinds and types from those simply recording an affirmative or negative decision to an elaborate schedule of judgment of the individual speakers and underscoring of words characterizing the quality of the debating of the various participants. This end is sometimes accomplished by a numbering scheme or some other method of rating the speakers and the sides.

Budget — Term applied to the amount of money allowed a debate squad or director of forensics or speech activities to finance the contestants engaged in such activities. Varies all the way from a pittance to several thousand dollars a school year, depending upon the attitude of the administrations of the various institutions. Synonym — Debate Fund, Forensic Fund, Speech Activity Fund.

Burden, and Burden of Proof — obligation resting upon the person or persons who seek to establish a debate proposition. It is their duty to summon as conclusive evidence or proof as they can find to establish the proposition under debate. See "Preponderance of evidence."

Bye — A term used to characterize a situation in which a team finds itself without an opponent, and so is not matched for a debate in any given round. May approximate a victory in some situations as it is never classed as a loss. It is an absence of a debate. Has to be resorted to in cases where there are only three teams left in a tournament and only two can meet in a debate at a given time; one must be left to wait while the other two meet in debate. Sometimes the one which shall wait draws with the others to settle which team shall take the bye.

C

Cancel or cancelled — term applied to a team or contestant withdrawn from competition.

Canned — Slang term applied to an argument or refutation prepared ahead of time and committed to memory to facilitate delivery. Also refers to arguments which do not meet and answer arguments entered in a debate.

Case — a plan or system of arguments and arrangements of proofs used by either side in a debate to establish its attitude toward the proposition.

Championship — The winning of first place in a debate tournament or speech contest.

Chart — A visual aid used in a debate or discussion which carries statements or statistics entered as evidence or proof. Synonym: Graph, Map, Illustrative drawing.

Clash — Opposing arguments meeting in a head-on collision "Clash of opinion." Direct clash — term applied when two arguments oppose each other directly and squarely.

Coach — Name given a person who directs a speaking activity or who teaches a student the principles of competition in a speech contest. One who prepares a speaker or a team to enter a speech contest. Synonyms: Director of Debate, Sponsor, Forensic Director.

Colleague — term applied to a team mate or person on the same side with the debater.

Contentious — term applied to a debater who admits nothing and disputes everything. One who accepts nothing and objects to every-

thing until he has changed or modified it to suit his own concepts. The type that usually manages to get debate condemned.

Counter-Plan — the proper designation for a substitute plan advanced by the negative to take the place of the affirmative plan or solution of the problem at issue. The Negative advancing a counter-plan assumes the burden of proof for it and must show it superior to the affirmative proposal in order to win the decision in a debate.

Critic — See judge.

Criticism — Term for an attempt by the judge to criticize a debate without giving away his decision. Supposed to help the debaters, but most often only a contradiction of what the coach is trying to teach his debaters. Often a fruitful source of a post mortem debate and a loss of tempers. On some judges ballots there are places for expression of critical opinion and comment that debaters may read when the tournament is over. This type of comment can give reasons for a decision without starting an argument.

D

Data — a term referring to evidence or statistics or quotations made in a debate.

Debate — A term for an academic procedure in which two teams are pitted against each other on the affirmative and negative sides of a debatable proposition or debate question. The speeches have definite time and schedule arrangements according to the type of debate being followed. Debates may be single meets, that is two teams; triangular meets; pentangular, and so on, or tournament meets in rounds according to a schedule set up by a tournament director or committee in charge.

Classes and types of debate — Regular or university style, Cross question type, Congressional type, Oregon Style, Oregon style variations, Direct Clash, English style, Forum or Open Forum style. 1. Regular or university style—the two teams may have two or three members. Each is given a constructive speech and a rebuttal speech according to a pre-arranged time schedule which may vary according to agreement. The affirmative speaks first in constructive work and the Negative speaks first in rebuttal or the second round of speeches usually shorter in time allot-

ment and the affirmative closes the debate or has the last rebuttal.

2. In Cross Question, Oregon style and its variations speakers are questioned by an opponent according to a pre-arranged schedule, and after the speaking and questioning periods are over, each side or each speaker is given a period for rebuttal speaking and summary, the negative beginning the rebuttal and the affirmative closing.

3. Congressional type — The speakers proceed as in regular university style, except that an opponent may interrupt at any time to ask a question or to rise to a point of order. Questions are usually limited in number and a point of order must show some violation of rules of procedure. This type implies a chairman who may make decisions or rulings as a judge does in a court trial. The idea is to imitate the deliberateness of a legislative assembly. Also it is designated to disconcert the speaker who has memorized his speech and does not have extempore skill and ability to readjust.

4. Direct Clash Debate — Similar to a tennis game in procedure. The affirmative side makes a statement of attitude toward the proposition. The negative does the same. Then the affirmative proposes an argument to be debated in brief speeches until one side or the other gets off the subject or the judge awards a decision. The decision applies only to the immediate argument or "clash". The opposite side then introduces a second "clash" which is debated back and forth in the same manner until the judge stops the "clash" and awards the decision. Two out of three or three out of five clashes wins a debate. This type puts emphasis on individual arguments and not on a complete view or discussion of the problem at issue.

5. English Style takes the emphasis is off sides or Affirmative and Negative and emphasizes individual attitudes or opinions. For instance, the debaters do not have to be in agreement as a team but may express individual opinions somewhat at a variance but in general supporting the proposition. English debate is for individual exhibitionism and not to establish a cause.

6. Open forum style — opening the discussion to the audience for

its participation after the debaters have had their scheduled speeches. Either succeeds like a town meeting and gets boisterous and spirited, or fails miserably for lack of participation. Is often used to avoid a decision or to take emphasis off winning and losing.

Debate Tournament — See Tournament.

Debate Trip — This term may cover anything from travel to a neighboring college or high school for a regular debate or a tournament to a trans-continental trip to a debate tournament or meet, or to a trip across country with debates at various stops by the way.

Synonym — tour or debate tour.

Decision — A term applied to the judges' decision or to the verdict of a single or critic judge or to an audience ballot of judgment.

Definition — Definition of terms — A debate proposition is said to have terms or important words or wording. It is the duty of the affirmative to define the terms of the proposition as it sees them or understands them or intends to debate them. It is the duty of the Negative to announce its view at the first opportunity. The Negative may accept the affirmative definitions, may dispute them or disagree with them and may give its own stand on the definition of the terms. If it does not do this in its first speech, it is usually considered that it agrees with the affirmative definition of the terms.

Desirable — possesses advantages or benefits that justify it or render it expedient.

Director — a person in charge of a Speech activity. See coach, sponsor, forensic director.

Dis-qualified — This is a term used for ruling a team or contestant out of competition for infraction of the rules, for failure to appear at the proper time, or for incomplete entry, for speaking over time, or for submitting a speech with too many words in excess of the limit, or for being above the age limits of competition set forth in the rules.

Synonym — Forfeit, eliminated.

Double Summary — term applied to debate judging. A sheet of paper is divided into two columns and the arguments of each side placed opposite each other. In other words argument is set down, and, if answered, that answer is noted exactly op-

posite in the column devoted to the opponents. If re-answered that fact is also noted.

E

Elimination — A term for the act of dropping a team or contestant from further competition in any particular contest or tournament for failure to reach a certain standard in a given number of rounds of competition. Usually the ratings of the eliminated are posted or made public as soon as feasible or possible.

Elocution — term applied to the delivery of a speech.

Synonym — Orate, a barbarsim.

English Debater — One who expresses personal opinions unhampered by the facts or the evidence.

English Teams — Term used to designate the visiting debate teams from Great Britain which make annual tours of the United States meeting several colleges and universities in the United States.

English Type — See discussion of kinds of debate.

Entry or Entrance — scheduling a contest in a debate or a speech contest.

Entry Fee — amount paid for the entry of a contestant in a speech contest or debate.

Evidence — Material applying to a subject or proposition submitted to establish a case for or against a debate proposition. May be fact, event, testimony, expert opinion, document, statistics, or compilation of facts or statistics. Follows the nomenclature of the court but is in reality more like the material used in the deliberative assembly.

Evidence, Preponderance of — a term used to designate the outweighing of the evidence on one side by the evidence on the other. In other words one side seems to have the better of the assembling of the evidence and is more convincing or definitely superior in establishing the truth.

Expediency — Political expediency. Desirable from a political standpoint. A good move to make from a political point of view. Timely, possesses advantages, worldlywise.

F

Fact, Question of — See under term — Proposition.

Fallacy — A logical term meaning a flaw in an argument, or the loophole in the arrangement of a debate case. Pointing out a fallacy

in a line of reasoning destroys its logical appeal and constitutes an answer or refutation. An argument answered satisfactorily is destroyed. It may be re-established or re-substantiated if the proponents can show that the answer is not satisfactory, does not apply, or is in error.

Forfeit — Word applied to the decision when a team fails to appear at the scheduled time. Usually there is a leeway of fifteen minutes before a decision is given to the team which did appear. There is no debate when a team forfeits, but the team present gets a winning decision.

Forensic — Applied to speech contests in debate and contest speaking. Formerly applied to the law and the law court and legal procedure. A forensic was a legal address in a court of law or a speech in a legal disputation. Later came to be applied to a student's prepared speech at some formal occasion such as commencement.

G

Garbled — term applied to inaccurate quoting or re-statement.

H

Haggling — Unreasonable dispute over definitions, terms or issues, or quality of evidence or character of expert opinion.

I

Illogical — having no logical connection. Not belonging. Inaccurate reasoning.

Incoherent — irrelevant, confused and illogical thinking. Does not logically follow.

Inherent — inseparable from a subject, process, or procedure. Invariably arising within and belonging to a subject, process or procedure in such a way that it cannot be eliminated or stricken out or separated from. Actually an integral part of the thing under discussion, or debate. Instance — "inherent evil."

Interim — the few moments allowed between the end of constructive speaking and the beginning of the rebuttal speeches. Used for a brief preparation or getting notes in shape.

Invitational — Term applied to a tournament where invitations to attend are issued.

J

Judge — the person selected to listen to a speech contest or a debate

and render a decision or judgment on the merits of the team as debaters or the contestants as speakers. The most maligned person connected with a tournament, hailed as a wizard by the winners and condemned as an ignoramus and incompetent by the losers. He is a necessary evil. A person who is always right because his decision stands no matter how incompetent he may be. If protested the complaints should be lodged before the event. A judge is usually an unwilling person who has the good will to stick his neck out.

Judges —

Student Judges — It is not considered good to ask undergraduates to judge speech contests and debates in which their fellow students may be competing. Students judges who have debated or competed are often sought to act as judges because their experience has given them excellent qualifications for the position as judge. Debaters usually prefer to be judged by former debaters.

Coaches as judges — This is a custom of the tournament. The coach by virtue of his position is considered the best qualified of any judge. Usually this is true, but there are certain grievous exceptions, and coaches are sometimes protested. By virtue of their working with teams and contestants the presumption is that they are the best prepared judges, as they have a knowledge of the subjects at issue and of speaking principles. A little knowledge however can be a dangerous thing, and can result in unreasonable prejudices and presumptions.

Judges, Appeal to — There arise occasions, especially in debate, where there must be an appeal to the judges as to the correctness or admissibility of definitions, interpretations and evidence, or issues urged in certain situations. Matters of ethics, courtesy and good conduct are also left to the judges' decision. In Congressional Debate, Points of Order must be decided by the judge or judges.

Judge's Ballot — See ballot, or judge's decision.

Judges, Board of — When more than one judge officiates at a debate or a contest, it (the procedure) is called a Board of Judges, or just the Judges. When more than one the usual practice is to select three,

five, or seven, the odd number providing for a decision, when the board splits, by majority rule. When all concur in the decision it is called unanimous.

Judge, Critic — A critic judge is a specially selected judge, who has the standing of expert either on the material of the speech or upon the principles of Speech. He is expected to give an oral comment on the debate or contest after the event is over for the benefit of the contestants and the instruction of the audience or listeners.

Judges Decision — The verdict of the judge usually rendered on a blank or ballot furnished by the Tournament Director or Committee. The judge should read the instructions on it and comply with its requests, and not forget to file it with the proper authorities after the event.

Judges' Instructions — The custom of issuing instructions to judges which are in written form and agreed upon by the contestants or debaters or their coaches is now more honored in the breach than observance. It is however, a usual and helpful custom as the judge is then informed as to what is expected of him.

Judging Standards — The basis of judgment in all speech contests and debates must of course be a matter of personal opinion rather than a matter of exactness, subjective rather than objective. A set of rules, however, often does help the judge render a more competent decision. When not instructed the judge is free to decide upon his own general impressions of the work of the competing individuals and upon his own ideas and standards of debate or good speaking.

Judge Suitability — It is not considered ethical to select a judge to decide upon the work of personal friends, or upon teams and contestants from his own educational institution, and in important debates and contests where students from his Alma Mater are involved. It is not considered wise or ethical to ask judges from the same region or district to judge teams of contestants from their own region or district when it can be avoided, especially if the teams are from close rivals or neighboring institutions.

L

Loss — Term used to designate the defeat of a team in a debate.

M

Manufactured Quotation — A dishonest bluff or procedure sometimes resorted to in order to win. Considered highly reprehensible, and when proved disqualifies the contestant.

Mis-quotation — term applied to an inaccurate restatement of an opponents words or arguments. Usually apologized for when pointed out. When a deliberate attempt to place an opponent in a false light, considered unethical and usually resented.

Misrepresentation of Authority — Reading only a part of a quotation so that it will mean something different from the intention of the author. A dishonest procedure resorted to only by tricky and dishonest debaters.

N

Need — A debate term used to cover the motives or reasons for an action on a question of policy. Policies are adopted not merely on a basis of need, but upon a basis of desirability as demonstrated by the advantages of the action, its benefits, its political expediency, and its practicability. Most debaters tend to lump all these reasons for action on a policy under the term —need.

Negative — The side in a debate which opposes the adoption of the debate proposition, or question and argues against it.

New Argument—Ruled out in rebuttal. New argument is not allowed to be introduced in rebuttal speeches in debate. There is some confusion over this rule, arising from the fact that new evidence to prove a point already in the debate, or to support an argument already introduced, is not new argument despite the fact that it is new evidence. It has a legitimate right to be entered. The judge should be able to tell whether the argument is new or one already in the debate if he has kept a proper record of the arguments as the debate proceeded. This is a very good reason for the judge to keep notes. The Double Summary system is recommended.

O

Open Forum Debate — Term for the custom of throwing the debate open for the audience for questions and discussion. Common in English debating where the Question at issue is always stated "This House

favors or condemns this policy."

P

Plan — Term applied to the details of the affirmative proposal for action.

P

Point — Term used for the inference or conclusion reached in an argument.

Policy — Question of Policy. Term for a statement of a debate proposition which implies an action, usually a governmental one. Hence, it is a question of need, expediency, benefits or advantages, or practicability.

Practicable — term applied when a policy can be shown to be workable or suitable to conditions.

Proof — Term used for an arrangement of evidence, testimony, inference and conclusion involved in establishing a case or the preponderance of evidence in a debate. It is a sadly misused term. A debater should never say "we have proved" as there is no such thing as absolute proof in a debatable question or proposition. The debater contends or establishes a line of reasoning or compilation of evidence which tends to prove, but never succeeds entirely in a debatable proposition.

Proposition — A proposition is a statement in the form of a resolution of the subject at issue in a debate.

Synonyms are —debate question, debate subject, debate resolution, debate statement. Debate propositions are of three kinds: Question of fact, questions of opinion, and questions of policy. The latter form is the usual type used in academic debate at present.

Protest — Any team should have the recognized right to protest a judge and the same goes for any speech contestant, and such protests should be honored.

Publicity — The write-up of a debate, contest or tournament appearing in a newspaper or on the radio.

Q

Question for debate — See proposition.

Quote — or Quotation — The expression of an expert or an authority upon the question entered into the debate as testimony to help establish a case. Also used when a debater re-states what his opponent has said.

R

Rebuttal — a double - edged term

used as a synonym for refutation and as a name for a speech usually shorter in time than the first or constructive speech of a debater in which he makes answers to all of the arguments of his opponents that he has time to cover.

Refutation — the term used for the answer to an argument advanced by opponents.

Round — A series of debates occurring simultaneously in a tournament at a set time. It is customary for the teams to change sides and be matched with a third team in the next round and so on until the end.

S

Score-sheet — Record kept by the director of a tournament of the wins, losses, byes, and forfeits in a tournament or series of debates or contests.

Sponsor — Term used for the person, usually a faculty member, who gives guidance to a chapter in an honor society for debate and for-ensic events. May be the director or the coach of the squad.

Sportsmanship — This term means accepting a decision gracefully as a lady or gentleman, without protests, grouching or grumbling, or arguing, or giving expression to ill-will. There are two ways to show sportsmanship — (1) by being a good loser and (2) by being a graceful winner, who assumes no air of superiority. A graceful winner is one who accepts good fortune modestly and without boastful or arrogant attitude. Sportsmanship consists in keeping the respect, friendship and goodwill of an opponent who has lost to one. It is never accomplished by winners who succeed by crooked tactics, or dishonest practice.

Squad — Term used to designate the group of debaters from the same college or high school. Includes also the contestants in speech events.

Squad Work — Cooperation in the preparation of a debate case by the debaters in the same college or high school.

THE WELFARE STATE

(Continued from Page 79)

legislation with implications of socialism and communism, administration spokesman attempted to reinterpret the term in the sense of liberal democracy. Words, we should

remember, are only useful handles to be applied to weighty problems to help us lift them. If our debating next year does nothing more than giving us a convenient handle to grasp the basic concepts in the tendencies toward the liberal and the left in government, as it is manifested in America, it will have rendered a great service.

But defining and clarifying and developing for the American people the precise nature of the Welfare State will only be the incidental product of our debates. The real product will come from a clarification of the issues that divide those tending to the left from those tending to the right. When the debating is over there will be several million of the more intelligent type of citizens who attend debates who will know better what democracy is and can become and still be democracy and what democracy is and cannot become short of becoming communism.

Among those who questioned the advisability of using the Welfare State question on the ground that the term "Welfare State" would be difficult to define most were speaking relatively. They were saying that relative to other terms we've had to define in the debate questions of recent years this one is difficult in the sense that you cannot pin-point its meaning so specifically and so accurately. You can say precisely and accurately what direct election of the President is, and you can say almost as precisely and specifically what a federal world government is. And because you can do these things in a debate both sides know exactly where they stand—one on side and one on the other of a narrow sharp line. Because no one can put the Welfare State in terms so exact and specific and because in describing it no one will succeed in pin-pointing it exactly no such short line can ever be drawn between the affirmative and the negative this year. But this again is a difficulty which will ultimately be an advantage from the broader educational aspects of debating. The great problems of our day do not come at us in the neat, narrow, pin-point fashion. Such international problems as communism, socialism, European recovery, free trade, and the like and such internal problems as labor industrial relations, farm relief, and federal

aid for education are broad and in that like the problem of the Welfare State. There is a special technique in that type of democratic procedure called debate for resolving this style of problem. In the first place the debaters do not stand toe to toe across a sharp dividing line slugging it out with specifics. Rather they stand farther apart among concepts broader and wider, each in an area of his own. There may even be some doubt as to precisely where the line may be drawn between them and certainly no sharp straight line can be drawn. Generally, rather, there is a twilight zone or a sort of no-man's-land between the two positions. The debaters fight it out not so much as ancient armies toe to toe with battle axe and broad sword but as modern armies at the respectful distance that modern high power weapons dictate. The ever present danger in this later type of conflict is that the aim will be bad, no direct hits will be scored, and no clash will result. But this is no criticism of the battle itself but simply an observation that the generalship and strategy are bad.

The problem of defining this question and the new type of debating that it will entail is going to have a very salutary effect all along the line, from the coach, down to the freshman debater. With the narrow pin-pointed propositions we have had in the past we have most of the negative arguments. And then with these absolute minimum essentials of an affirmative position sit tight defensively in our little fox-hole. On the negative the strategy was to creep as closely to the line of the affirmative position as tortured definitions would permit us and there attempt to hold out. Such tactics should never have been encouraged by decisions in their favor and this year they will not be because such tactics employed in debates on the Welfare State will result in no debates at all. Before the first practice tournament is over in the fall coaches and judges will have come to realize that to have a debate the affirmative must take a position well over to the left in liberalism or towards socialism or whatever more appealing label they may choose to give it and the negative must take a position well over to the right toward conservatism or republicanism or whatever they want to call it.

Where both teams choose to take positions which will get them lost in shadow boxing in the twilight zone in the middle both ruin what might otherwise be a good debate.

We had a similar situation some years ago on the college level. Remember the question dealing with increasing the powers of the federal government? Some negative teams that year conceived the bright idea of attempting to build an affirmative case out of the evidence they could adduce to prove that we ought to have uniform marriage and divorce laws. Such legislation passed by the Congress would obviously increase the powers of the federal government but that certainly was not the question at issue. The real question was broader, wider, deeper, and more fundamental and teams that took the narrow viewpoint were soon sadder and wiser for the experience.

There will be a salutary effect too on coaches, debaters, and those who listen in the discussion of the pros and cons of a problem up on the higher level of the unit approach rather than down on the lower level of an atomistic approach. It will counter-act the tendency in present day political affairs to attempt to settle questions on the basis of minor unessential insignificant details rather than on the basis of fundamental principles.

There is yet another way in which we will all profit from debating the 1950-51 question. Since it is worded as a question of fact rather than a question of policy some of us who have forgotten that there is any other way to analyze a debate proposition other than on the basis of "need" and "plan" are going to have to re-learn some fundamentals. The "need-plan" approach was a good practical one that appealed to the American preference for getting things done but in the final analysis it was based on a narrow philosophy of expediency. Our debaters were getting the notion that anything should be done for which a need could be established and a practical workable plan could be produced. They forget that in most cases the support of these two issues did not make an adequate affirmative case. They were like the gangster who concluded he had proved he should rob the First National when he had established a need for the cash and presented a prac-

tical plan for getting away with it.

So, all told, I believe the prospects for next season are bright. We have a question worthy of our mettle and at the same time one that is going to be profitable, not only for the debaters but for coaches and listeners, as well.

ED. NOTE: The National High School Debate Proposition for 1950-51 has recently been restated as follows: Resolved that the American people should reject the welfare state.

NEW RULES FOR SELECTION OF TOPICS

(Continued from Page 55)

by at least three out of five votes). to rephrase the propositions or to select an entirely new question.

12. The committee is empowered to modify dates and details of the various steps in its procedure from time to time by a three-fifths vote of its entire membership (i.e., by at least three out of five votes).

13. Under the provisions of articles 11 and/or 12, a modification of question or procedure should be passed by a three-fifths vote, any committee member may demand a re-vote, in which case four out of five votes will be required to give the action binding force.

14. The four cooperating forensic fraternities to agree to use the SAA questions exclusively as their official fraternity propositions for debate and discussion for the college year. This would not prevent individual schools or groups of schools from debating or discussing more than one question during the school year; but it would mean that none of the four fraternities would select a different question for its members.

15. Each fraternity to agree to bear the expense of its own committee member and of circularizing, polling and notifying its own chapters as provided above. The Speech Association of America to bear the expense of its representative and to pay the cost of including within the above project the representative sample of colleges and universities that are not members of any of the four cooperating forensic societies.

16. The committee to sponsor one section meeting at each SAA Convention for purpose of evaluating intercollegiate debate and discussion standards, methods, materials and ethics.

17. Other than by the method provided above, no change in any of

the above articles may be permitted except by the action of the executive committee or council of each of the four cooperating fraternities.

BEARING THE AFFIRMATIVE BURDEN

(Continued from Page 52)

than defeat for the supporters of a proposition.

The sixth burden of the affirmative is to persuade the audience to accept and adopt the affirmative plan.

The foregoing discussion does not constitute a complete consideration of "Bearing the Affirmative Burden of Proof." There are still many other vexing questions on this topic, such as:

1. When is a plan essentially different from the status quo?

2. What is the relationship between the criteria and the workability?

3. Are new and greater evils a part of the affirmative's burden of proof, or the burden of rebuttal?

INTERNATIONAL DEBATING

(Continued from Page 70)

lose. The beautiful singing which we heard in Wales, the all-night stag party in Scotland, the impressive atmosphere of the debating halls at Cambridge and Oxford, and the quiet beauty of the River Cam as it flowed past the spires of Kings' College Chapel.

Most of all, I shall remember the easy informality of the British students and the friendliness of the people in general. Denzil Freeth, whom I had debated last year at Bates, wrote me from Cambridge prior to our trip to say, "You are coming to England to enjoy yourself. See that you do." To Denzil and hundreds of his fellow students in Britain I can only reply, "Thank you. I enjoyed it immensely." Britain, indeed, is "a green and pleasant land."

The News letter from the Navy Pier comments that out of 17 debaters this year only three lost more debates than they won. Not a bad record that. Eight tournaments were attended. Seventy-four university, college, and junior college teams from twelve different states were met this year.

West Point Tournament 1950

The team from Vermont University, competing in the finals against the team from Augustana College, Rock Island, Illinois, won a 5 to 4 decision in the final debate at the West Point Tournament, held Saturday evening, April 29 at Cullum Hall.

The final debate was the climax of two days of four rounds each in the preliminary contests and of three previous rounds on the final day. Thirty-four teams entered, sixteen were selected for the final four rounds, dropping out as defeated until the winner emerged.

In many respects this was an unusual tournament. Five teams emerged from the eight preliminary rounds leading the field. They were Southern Methodist and Baylor rating 7-1, and Northwestern University, University of Redlands, and the Army team, each rating 6-2. In previous West Point Tournaments the winner has come from the leading teams at the end of the 8th round.

This tournament was an exception, probably because four different debate topics all dealing with the same general subject were used. There were few teams, no matter how good as debaters, who did not reveal some weak spots in handling four debate topics. All of the leading teams but Army itself, lost in the 9th round. Army survived till the semi-finals.

Among the teams with high records are: Baylor University and Southern Methodist, 7-2; Army 8-3; Northwestern University and University of Redlands 6-3. The first and second place winners were 9-3, and 8-4 respectively. All the visiting teams were high in their praise of the hospitality of the Army Cadets and officers.

Some of the far western colleges, who must travel farthest, have asked that next year's tournament be moved up to within a week of the Pi Kappa Delta National Convention which will be held at Stillwater, Oklahoma Easter Week. This will enable them to make both tournaments on the same trip.

Just a few words about the finalist debaters: The Vermont team which

won has debated together all season and has engaged in 34 debates, winning 27 and losing 7. They won the New England championship previous to the West Point Tournament.

Both of the men are seniors. Robert T. O'Connell of Newark, N. J., is a major in Political Science and intends to teach. He has debated two years and in his first year of debate was a member of the team which won the M. I. T. Tournament, placed third at the T. K. A. Tournament at Purdue University, and was a finalist in the Boston University Invitational Meet.

His team mate, Thomas L. Hayes has had three years of debate experience, and last year was a member of the team which reached the semi-finals at West Point. He also has competed successfully at the M. I. T. Tournament, the Tufts College Meet, and the Boston University Meet. His total debate experience is about 68 wins and 18 losses, a rather high class record.

The runner-up team from Augustana College, Rock Island, Illinois, also has a most distinguished record. Miss Dorothy Ann Koch, first speaker, graduates in June with cum laude honors, and will teach Speech in high school. She has participated in debate three years, and has been a member of the team which won the Women's Division at the Illinois State Debating League in 1948 and 1950; The Illinois State Normal Tournament in 1948 and 1949. Also, first place in the Great Lakes Tournament at Bowling Green, Ohio, 1950; the Northwest Tournament, St. Paul, Minnesota, in 1950; and second place in the Grand Western Tournament at Northwestern University, 1950. Miss Koch was also undefeated and given superior rating in the 1949 National Meet of Pi Kappa Delta at Peoria in 1949. During her debating Miss Koch has won 48 debates and lost 7.

Charles Lindberg, the second speaker, graduates in June with cum laude honors also in business administration and pre-law work. He ranked in the upper eight per cent in a national pre-law examination and has been accepted at the Yale University Law School. He has debated for four years in college and

has a record of 85 wins and 30 losses. During the 1949-50 season he has a 75 per cent win record. Among his firsts and superior ratings are: The Illinois State Debating League; the Illinois-Missouri Pi Kap Province Meet; second at the Grand Western Tournament, Evanston, Ill.; 3rd at Knox College Meet, and at the Great Lakes Tournament at Bowling Green, Ohio. He is the president of the Augustana chapter of Pi Kappa Delta.

Among the highlights of the Tournament was the dinner and Oratorical Contest on Friday evening and the announcement of the teams selected for the final four rounds, and final reception to all the contestants and visiting judges.

The meeting, held informally at Cullum Hall, presided over by Chairman Glenn R. Capp of the Intercollegiate Question Committee developed an interesting discussion of possible topics for next year, chief of which were Communism and the Cold War. This meeting was highlighted by speeches from General Moore, Commandant at West Point, and Senator Cain, present on government business at West Point.

The tournament record of teams and speakers follows in the accompanying tables. Also the picture of the two finalist teams.

SPEAKER RATINGS

During the eight seeding rounds the following fifteen debaters accumulated the highest total Speaker Ratings in the order indicated:

Standing of Debaters	Points College Accum'd.
1. Carey	Notre Dame 1001
2. Reiffe	So. Meth. U. 993
3. Markus	N'western 986
4. Plisco	U. of Florida 985
5. Stollenweick	U. of Kansas 985
6. Apfelbaum	U. of Florida 979
7. Howard	Eau Claire 977
8. Heinlein	Baylor 972
9. Drum	So. Calif. 969
10. Carter	S'eastern St. 965
11. Katz	U. of Penn. 965
12. Shearer	U. of Kansas 964
13. Specter	U. of Penn. 964
14. Lindberg	Augustana 963
15. McSherry	Army 962

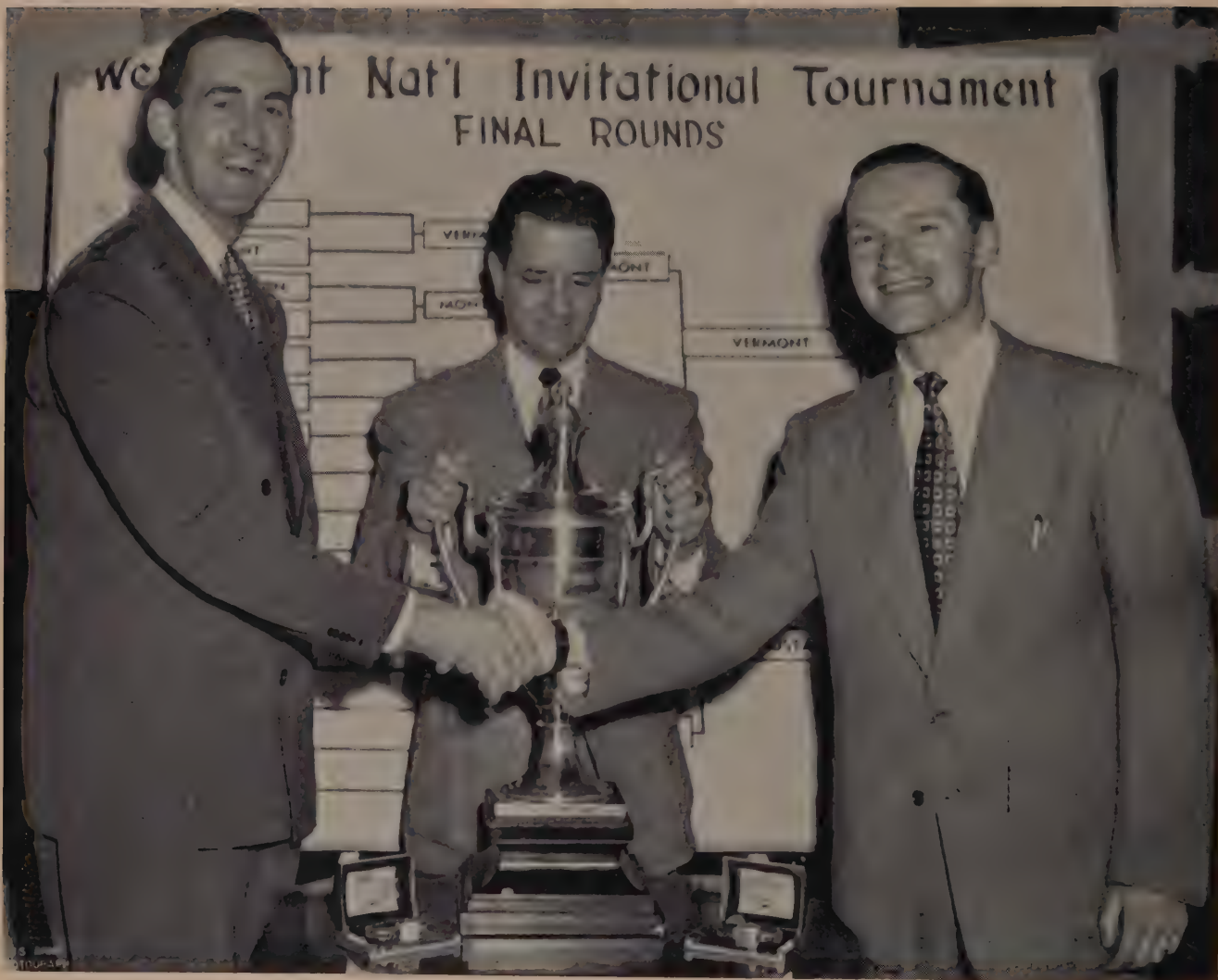
Note: The maximum total individual speaker rating possible is 1200.

SPEECH ACTIVITIES

TABLE SHOWING WEST POINT TOURNAMENT RESULTS

No.	Name of College	Rd. 1	Rd. 2	Rd. 3	Rd. 4	Rd. 5	Rd. 6	Rd. 7	Rd. 8	Rd. 9	Rd. 10	Rd. 11	Rd. 12	F. Av.
District 1														
11	George Pepperdine College	L-53	W-73	L-61	L-63	W-65	L-74	L-43	W-71	3-5				
12	Arizona University	W-54	W-74	W-41	L-44	L-22	L-31	W-51	L-55	4-4				
13	Southern California	W-55	L-81	W-82	L-34	L-53	W-83	L-62	L-33	3-5				
14	University of Redlands	L-61	W-82	W-73	W-33	W-32	W-53	W-91	L-34	L-51	6-3			
District 2														
21	Washington State	L-62	L-83	L-84	W-65	W-82	W-71	L-63	L-73	3-5				
22	Montana University	W-63	W-84	L-91	W-61	W-12	W-32	L-41	L-42	L-83	5-4			
23	Whitman College	L-64	L-91	W-72	W-71	L-83	L-63	W-54	L-43	3-5				
District 3														
31	Southern Methodist University	W-65	L-53	W-71	W-62	W-61	W-12	W-52	W-41	L-55	7-2	6-4		
32	Southeastern (Okla.)	W-71	W-54	W-44	L-52	L-14	L-22	W-81	W-51	W-53	L-63			
33	Arkansas University	W-72	W-55	L-51	L-14	L-52	W-64	W-84	W-13	L-91	5-4			
34	Baylor University	L-73	W-61	W-64	W-13	W-44	W-51	W-55	W-14	L-63	7-2			
District 4														
41	Kansas University	W-74	W-62	L-12	W-53	W-63	L-91	W-22	L-31	L-83	5-4			
42	Luther College	W-81	W-63	L-53	L-83	L-91	L-62	W-64	W-22	4-4				
43	St. Thomas	L-82	W-64	L-62	L-74	L-73	W-72	W-11	W-23	4-4				
44	Eau Claire	W-83	W-65	L-32	W-12	L-34	W-84	L-53	W-63	L-55	5-4			
District 5														
51	Bowling Green	W-84	W-71	W-33	W-91	W-74	L-34	L-12	L-32	W-14	L-91	6-4		
52	Northwestern	L-91	W-72	W-83	W-32	W-33	W-73	L-73	L-31	W-62	L-22	6-3		
53	Notre Dame	W-11	W-31	W-42	L-41	W-13	L-14	W-44	L-83	L-32	5-4			
54	Purdue University	L-12	L-32	L-63	W-72	L-71	W-82	L-23	L-84	2-6				
55	Augustana College	L-13	L-33	W-65	W-82	W-84	W-61	L-34	W-12	W-44	W-73	W-91	L-83	8-4**
District 6														
61	University of Alabama	W-14	L-34	W-11	L-22	L-31	L-55	W-74	W-72	4-4				
62	Tennessee	W-21	L-41	W-43	L-31	L-81	W-42	W-13	L-52	4-4				
63	Florida	L-22	L-42	W-54	W-11	L-41	W-23	W-21	L-44	W-34	W-32	L-55	6-5	
64	Wake Forest	W-23	L-43	L-34	L-84	W-72	L-33	L-42	W-81	3-5				
65	South Carolina	L-31	L-44	L-55	L-21	L-11	L-81	L-72	L-82	0-8				
District 7														
71	Penn State	L-32	L-51	L-31	L-23	W-54	L-21	L-82	L-11	1-7				
72	Roanoke College	L-33	L-52	L-23	L-54	L-64	L-43	W-65	L-61	1-7				
73	University of Pennsylvania	W-34	L-11	L-14	W-81	W-43	L-52	L-83	W-21	W-31	L-55	5-5		
74	Naval Academy	L-41	L-12	W-81	W-43	L-51	W-11	L-61	L-91	3-5				
District 8														
81	Harvard University	L-42	W-13	L-74	L-73	W-62	W-65	L-32	L-91	3-5				
82	Utica	W-43	L-14	L-13	L-55	L-21	L-54	W-71	W-65	3-5				
83	University of Vermont	L-44	W-21	L-52	W-42	W-23	L-13	W-73	W-53	W-41	W-22	W-63	W-55	9-3*
84	Wesleyan University	L-51	L-22	W-21	W-64	L-55	L-44	L-33	W-54	3-5				
91	U. S. Military Academy	W-52	W-53	W-22	L-51	W-42	W-41	L-14	W-74	W-33	W-51	L-55	8-3	

* Winner of First. ** Winner of Second place.



WEST POINT FINALISTS — 1st place winners, University of Vermont; 2nd place, Augustana College team, Illinois.



Remarks for the Good of the Order

THE THIRD SOPHISTIC

By Kim Griffin, Director of Debate,
Kansas University.

Who is to say what man's motives shall be? Upon what scales can the motives of a person be weighed?

If you are "scientific" minded, you may conclude that such a question is a "philosophical" one and thus of slight significance; or perhaps you may suppose that it involves the selection of human values, and cannot be answered precisely. Yet a question of motives and their relative values is basic to a philosophy of the teaching of public speaking.

Specifically, should the speech student be motivated by a desire to "humanize and energize the truth" or should he be led to hope to become recognized as an effective speaker? These concepts are not contradictory. The second may be theoretically included in the first. But to emphasize both in educational procedure, to carry out either as the central idea of a course of study is to learn that they are practically incompatible. The bright student will differentiate between the two, and will be devoted either to energizing truth or to exploiting himself. There will be one or the other motives uppermost in the mind of the student. Can you afford, as a teacher, to let your students hold to the latter objective, even if you may deplore it yourself in theory?

About a year ago, at the Central States Speech Conference, while discussing the current college debate and discussion activities, Warren Guthrie, one of the astute scholars of the history of the teaching of public speaking, said that he believed we are in the "Third Sophistic."

Such a charge is a very serious matter to any conscientious teacher of speech. To note the seriousness of this charge, let us review briefly the conditions of the teaching of speech during the period known as the "Second Sophistic."

II

According to Baldwin in his *Medieval Rhetoric and Poetic*, the chief characteristic of sophistry was that the teaching of public speaking was conceived as the art of giving effectiveness to the speaker. This con-

ception is to be differentiated from that of Aristotle, which looked upon rhetoric as the art of giving effectiveness to truth. The primary characteristics of the practice of the sophists are taken by Baldwin from Philostratus, *The Lives of the Sophists*, and are listed as follows:

(1) The chief objective of the sophistic teacher of speech was to produce in his student the ability to put on an outstanding exhibition of skill in working out a pattern; the skill of individual "virtuosity." A stock of themes was ever ready at the student's fingertips, and given a time, a place, and the necessary pressure on his sophistical "starter-button," he could talk glibly and at great length on one of these themes.

(2) Reflective thinking played a lesser role in the exhibition than did memory. Such improvisation as occurred was mainly in language usage; it consisted of fluency in re-handling or "playing variations" upon the stock themes. Memory was employed in the use, over and over again, not only of stock examples and illustrations, but of successful phrases, modulated periods, even whole descriptions of events or objects.

(3) Delivery was a vital part of the performance, as it is in any show. The standard of excellence was a deep, sonorous voice, a "heavy frown," a "mein of deep thought" and an "air of authority." The sophist-trained student was constantly over-expressive, lest for a moment he should cease to be impressive.

(4) Disposition, the logical arrangement of the parts of the speech, was given little attention. Sophistic had only one goal—to show off the *ex tempore* ability of the speaker. Consequently, a planned sequence, a leading on of the mind from point to point, e.g., from problem to conclusion, was of slight value. The audience need only be won to admiration, not to decision.

(5) Since slight emphasis was placed upon reflective thinking, the selection of ideas and the organization of the parts of the speech, great emphasis was placed upon the canon of style or language usage. Such oratory, to be impressive had

to be dilated—even inflated. That it was so in fact, Philostratus leaves us no doubt. The emphasis on style forced the student to cultivate a literary flavor, to conform with past usage, and to force his figures and rhythm. Devices used by all good speakers to clarify or impress a message became artificial and unduly elaborated by being pursued for themselves. In order to sound literary, the student was forced to depart from common speech and to force his note. There was an over-use of literary allusion, decorative imagery, balance and rhythm, with no message to be impressed. The appeal was not to the "mind," i.e., to the consideration of a thesis, but to the "ear", to the consideration of the harmony of the words spoken. Today, Scott's remark, "The big bow-wow strain I can do without" is well taken; the sophists only worry was that his bow-wow would always be big.

A bleak and admittedly satirical picture of the sophistic teacher of speech has been presented by Lucian in his dialogue, "The Professor of Public Speaking," written in the Second Century, A. D. He has the student of public speaking meet a man of honeyed voice who modestly speaks as follows:

My good man, surely not Apollo sent you to me? Ah, you will find that my voice overcomes all others, as the trumpet the flute, as the cicada the bee, as the choir the master who gives the keynote of the tune. You could not learn to be a speaker with so much ease from anyone but me. Have no scruples and be not disturbed that you have not passed through all the weary rites of initiation which the ordinary system of preparatory teaching sets in the path of silly fools. Sail right in, even if—a by no means uncommon thing—you do not know how to write. Speaking is something else again! I will first list all the equipment for your journey, then add some advice, and before sunset, I shall make you known as a better speaker than all the others, as good indeed as myself, without doubt the first, middlemost, and last of all the speaker-profession.

Bring then, first of all, ignor-

ance, and then self-assurance, effrontery, and shamelessness. Modesty, fairness, moderation, and shame? Leave them at home; they are useless and cumbersome. Then, too, a very loud voice, and an impudent sing-song delivery. Further, have a company of attendants, and always a book in your hand.

You must take special care of your appearance. Next, pick out from some source or other fifteen old Attic words—or twenty at the outside, exercise yourself in their use carefully and have them at the tip of your tongue; for example: **sundry upon which, surely not, in some wise, Good my Sir;** these are the seasoning which you will apply in every speech, and you are not to concern yourself about any dissimilarity, incompatibility, or discord between them and the rest. Go after esoteric, unfamiliar words only rarely used by the ancients, and have ready an accumulation of them to discharge at your readers. Thereby you will draw the attention of all the crowd, and they will consider you marvelous, if, for example, you do not say “earnest”—but “caution”—money. You may also now and then create monstrous neologisms of your own, and ordain, for example, that a “sage” shall be called a “sapient.”

If you commit a solecism or barbarism, let your one remedy be boldness: be ready to cite as your authority the name of some poet or historian who does not now exist and never did exist. As for reading the ancient classics, that is not for you to do—whether that silly Socrates, that insipid Demosthenes, or the spiritless Plato. Study rather the speeches of the last generation, and the exercises which they call declamations; these will supply you with a store of provisions on which you can draw at need . . .

Learn these instructions thoroughly, my boy, and I confidently promise that you shall very soon become a first-rate speaker, like myself.

The most deplorable aspect of the sophistic era was not that the students were taught a twisted and distorted type of public speaking, but that the students, upon taking their place in society, did not forget

(Turn to Page 91)

BOOK REVIEWS

Magazines for School Libraries by Laura K. Martin, H. W. Wilson Co. 1950. New York. 196 pp.

Have you ever been in a large periodical printing plant? The roar of the presses is as inexorable as the roar of a stormy ocean. Thousands of printed pages roll out hour after hour. Flaming gas jets dry the ink so that no time may be lost before they can be folded, bound, cut and rushed to delivery points.

That's mass production in America. It makes possible every month the appearance of millions of copies of magazines with approximately 6,000 different titles. They come and go daily. There are frequent casualties in this toughest of competitions even among the most venerated.

Obviously, a standard of measurement, an appraisal of this output, is essential. The American Library Association has long recognized this necessity. Its Magazine Evaluation Committee of School Librarians, with Laura K. Martin as a member and former Chairman, has continuously studied the changing values.

Miss Martin's findings have been widely accepted. The latest edition of her book of appraisals, **Magazines for School Libraries** (196 pp. \$2.75) has just been published by the H. W. Wilson Company (New York 52). In it she comments on 318 periodicals, recommends 37 for elementary schools and 96 for secondary school libraries. Of course, these are the cream of the crop and Miss Martin gives her reasons for selecting them. In addition, she discusses comics and censorship in sections that should be called to the attention of all trustees and all interested in library development. With its many charts and appendices, this new magazine appraisal will be welcomed by all concerned with selecting, recommending . . . or just reading.

American Labor Unions. Compiled by Herbert L. Marx, Jr. The Reference Shelf Vol. 21, No. 5, 1950. H. W. Wilson Co. N.Y.

Mr. Herbert L. Marx, Jr. who compiles this number of the 21st volume of the Reference Shelf proceeds very much as others have in compiling similar volumes which seek to record the present day comments of the magazines on the subject of

Unions. He has divided the available material into the following divisions: 1. An Overview of Unions in which he considers the situation of unions in the main. 2. Labor Legislation, or the attempts by government to keep labor in line. 3. Inside the Unions, which gives a working picture of Unions as they are today. 4. What Labor Wants. A forecast of what they are planning and seeking. 5. Big Unionism on the Defensive. The Big Unions in Operation. 6. The Division in Labor's Ranks. The fight against communism. 7. The Union's Role in Society. The attempt to gain Power in Politics.

A perusal of this book should give the average citizen a rather accurate view of Unions as they exist today, their good and evil points, their fair and unfair attitudes, their fight against the Taft-Hartley Law, their internal struggle for control, and their growing bitterness toward management and toward governmental control.

The unions are not playing tippy-up tennis or a mild form of football; they are in earnest and are putting on a slugging match. Nor are they concerned if some of their well aimed blows land below the belt. The unions are not fighting a party game. They are not concerned greatly with party politics. Their concern is to reward or punish their political friends and foes as the issues of the campaigns develop them. The unions take sides only for their own advantage. It would be hard to find any single group in the country any more self-conscious and determined to wage war in their own behalf. They have their ears cocked to the call for help, and the man who votes right (labor Congressmen and Senators) will not call in vain. Labor has actively entered the political arena. The days of Samuel Gompers are no more. He is less now than a forgotten Joseph. Only one thing troubles the Unions, especially the leaders, and that is losing control to the Reds who lie in wait.

Keeping the labor union true to the cause of labor is the biggest job that now confronts the union. Even management is today less of a danger than fighting factions within the realm of the unions. If there is any place in the United

States where the Communists have determined to set their heavy brogans beside the State Department, it is in the American Unions. Realizing the value of conquest of minds, they are going forward as fast as they dare on the Union's money and prestige. If there is a danger to the union today, it is not management, capital, government, or the hostility of the other classes; it is the danger of betrayal by red leaders. It is too bad that not all labor union members are trained in free for all debate like the invading Communists. Nothing delights a Communist more than taking candy away from the baby, and that is just about what an argument with a Communist amounts to unless one is trained in debate and argument.

Fortunately books like this one are put out to help debaters.

THREE NEW HARPER BOOKS

Dynamic Public Speaking by George M. Glasgow. Harper & Brothers. New York.

This is a book designed to become a handbook for the speaker who wants to gain quickly the main principles of good speaking, while perhaps engaged in speaking. It is briefer than the ordinary speech text, and contains a division devoted to addresses worth studying. The writer evidently believes that one of the best ways to learn to speak is to study speeches, so he has provided several for the purpose.

There is nothing particularly new in the text book part which occupies Part I. It is said briefly and well, and is therefore a commendable aid to him who wants to read while running.

All the main topics are covered such as delivery, preparation of speeches, audience psychology, matters of voice, kinds of speeches, radio and group discussion, etc.

It is really the selection of speeches that attracted my attention and renders the book of especial interest. Many of our great educators, statesmen, writers, and notable leaders are represented and a variety of subjects are treated. The second part of the book is as vital as issues of Vital Speeches because it presents the things that are occupying the minds of the men who count in America today.

Discussion in Human Affairs. By James H. McBurney & Kenneth G. Hance, Northwestern University. Harper & Brothers. New York City. Revised Edition 1950.

This is a completely revised and reorganized version of Principles and Methods of Discussion, a textbook developed sometime ago by the same authors. It is an attempt to keep their book up to date. It has a notable array of adoptions, and is beyond doubt one of the leading texts on Discussion.

From the point of view of this magazine, discussion as an exercise, as a learning process, as an handmaid to debate is a worthy occupation and an excellent study in the curriculum. As a contest, or as a substitute for debate it is practically as helpless and inept as some septuagenarians.

Professors McBurney and Hance understand this fact and like the good teachers that they are, try to make the best of discussion for those who really want to achieve efficiency in a valuable method of settling human problems. They have no exaggerated ideas of the value of discussion. They are merely trying to present the truth and the techniques involved in this valuable study.

They have divided their book into four parts: An introduction to the subject; The Logical Bases of Discussion; The Management of Discussion; the Types of Discussion. There are from five to seven chapters in a division. They seek the purposes, the logical steps, the ways of handling problems, and the various kinds of groups in action. In the appendices they have included some illustrative examples of various types of discussion.

The book is well written, sound educationally, and helpful to both teacher and student. That it has many adoptions is to be expected and is well deserved. Of all of the books on the market on discussion this is perhaps the best conceived and executed. At least of those that I have seen, I like this book best, because it is scholarly, logically presented, and thorough.

The Stage and the School. By Katherine Ommaney & Pierce C. Ommaney. Harper and Bros. New York. Second Revision 1950.

This is an all-around book about the drama for the eager student. It is a revision of an old favorite.

It begins with a section on Appreciation of the Drama. The purpose of the first part is to help the student get his bearings in the great world of drama. Attention is paid to what drama can mean to the student, to its composition and structure, to its various types and to its history. When the student has read these chapters he has an intelligent idea of what drama is all about.

In Part 2 he is ready for adventures in attending drama. Under expert guidance he is taught what to look for and how to appreciate, size-up and criticize a play.

In Part 3 he is ready to make actual contacts with the interpretation, staging, and presenting of a play. In fact, the whole of Part 4 deals with techniques of production. In Parts 5 and 6 the student is introduced to specialized drama in Radio, Motion Picture and Television. He is now ready for more practical experience and more adventure. With his feet placed upon a solid path of understanding, he can become an intelligent and appreciative practitioner. Equipping the developing student seems to be the aim of this able and competent book. The book is well done. The student is led stage by stage into the enjoyment of a great field of literature and human endeavor. The book in its revised form should continue to be a favorite.

THE THIRD SOPHISTIC

(Continued from Page 90)

their school-time experiences; still desiring personal admiration, they carried these practices into the market place. Whether the teaching was the cause or the result is hard to determine at any rate, coincidental with the sophistic teaching came a narrowing of public discussion, a restriction of public speaking to occasional or commemorative oratory. The discussion of present policy was barred; deliberative oratory, which presupposes free discussion and audiences that vote, simply ceased to be; there came about a steady increase of government from above, administered by an appointed official class Democracy died.

III

Let us turn our attention again to the present day teaching of public speaking. As we observe the declamation, oratory, discussion and de-

bate student training programs of the present time, we may note certain similarities to the practices of the Second Sophistic. I will leave the drawing of parallelisms to the interested reader; however, in observing similarities, one must be careful to be just. The rhetoric of the sophists is not entirely worthless; some of its technical skills are available for better ends. Good speakers of all ages are available for better ends. Good speakers of all ages have employed stylistic devices. But all arts, to survive and progress, must be more than a set of techniques; so, especially, the art of public address cannot go far without being animated by significant and valuable **ideas**. Techniques are educative only as they give free course to motive and vision. As a system of education, sophistic was hollow; it used its devices only to exhibit skill, not to guide either the state or the individual.

In judging the speech training of our students today, the philosophy to be deplored is the one which is preoccupied with giving effectiveness not to the message, but to the speaker. Ancient sophistic is thus typical. It is not merely historical; it is historic.

There are political forces at work today which tend to restrict public speaking, which would increase governmental control of deliberative oratory, and which would undoubtedly limit our democratic processes. Such forces are at work in any age. There are also forces at work in our speech education which tend to place emphasis on exploiting the individual and his speaking ability. The lesson of the sophists would teach us that of such tendencies we must beware. As teachers of speech, in the organization of our discussion, debate, oratory and extempore speaking programs, we should be certain that a proper emphasis is placed upon the ideas presented and upon the integrity of those ideas. Only by such foresight and emphasis may we hope to avoid a "Third Sophistic."

Prospective applicants for West Point might like to see the publicity pamphlet "Building Leaders, The Story of West Point." A letter to the Officer-in-Charge of Publicity, U. S. Military Academy, West Point, N. Y. should obtain a copy of this beautifully printed prospectus.

With the Forensic Honor Societies

PI KAPPA DELTA NOTES

Pi Kappa Delta has not as yet announced its 1951 Convention date and place, but it is being whispered around among the chapters that it will be held at Stillwater, Oklahoma, with the A. & M. College during the Easter vacation next spring.

Prof. Hugo A. Carlson has returned to Augustana College, Sioux Falls, So. Dakota, to resume his work in Speech after an absence of seven years. Mr. Carlson has been with the American Broadcasting Company in Hollywood for the past five years.

Tom Houston had an excellent team in Jack Carter and Collin Bowen at West Point this year. E. R. Nichols had a team present, James Wilson and Holt Spicer, and Wake Forest. Pepperdine, Baylor, Washington State, Luther College, Eau Claire, College of St. Thomas, Bowling Green State College, and Augustana College of Illinois of Illinois. The latter made the finals, the crowning distinction for Pi Kappa Delta, although the others made excellent records, especially Baylor which came through the eight rounds with but a single defeat.

Glenn Capp presided at West Point over a meeting which discussed a subject for next year's debates. There was a great preference for discussing Russia, Communism and the cold war if a suitable statement could be found.

The March Forensic prints three recent college orations: *Skeletons All* by Roger J. Fritz of Monmouth College; *The Time Has Come* by David Levering of the University of Redlands, and *Return From Wasteland* by Joe B. Laine of Yankton College.

Alabama State College for Women is looking for a debate coach for next season, so also is Pittsburgh State Teachers of Kansas.

Mrs. Glenn R. Capp, formerly debate coach at Mary-Hardin-Baylor, has accepted a temporary appointment on the Baylor University Speech faculty.

Herman Pinkerton of Tennessee Tech has recently become chairman of the National Charter Committee of Pi Kappa Delta.

Lester L. McCrery is the new coach of debate at the California Institute of Technology and conducted the

midwinter tournament of the California and West Coast colleges at that institution in February.

Jean Bains is to be the new director of speech activities at Mary-Hardin Baylor next year. She has been doing graduate work at the University of Iowa.

TAU KAPPA ALPHA NOTES

Approximately 250 students from forty-two colleges registered for the 1950 Tau Kappa Alpha National Conference held on the campus of the University of Kentucky at Lexington, March 9 to 11. The debate team from Southern Methodist registered first, the two debaters taking first and second also in individual ratings. In all there were sixty teams present. SMU also made an excellent record at the West Point Tournament, finishing in the first two teams after eight gruelling rounds, and losing in the ninth round with all the other teams which led the first eight rounds except Army.

The discussion contest at the TKA National was the Far-Eastern Policy. No superior ratings were given but the first five places received the Wachtel Award plaques.

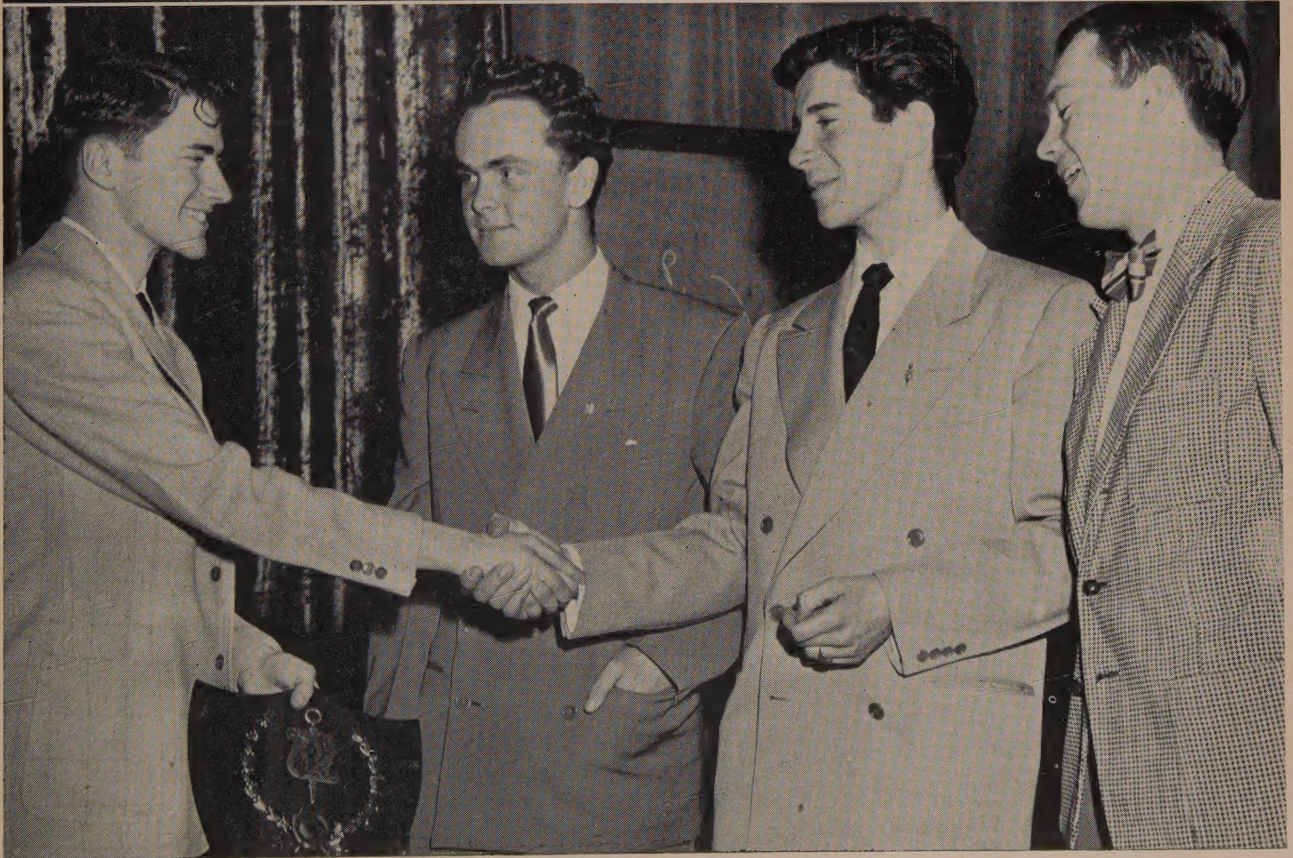
The extempore contest was won by L. Reiff of SMU with B. Carey of Notre Dame second and W. Crawford of LSU third.

A congress which passed two bills was held. The two bills dealt with strengthening the anti-monopoly laws and giving long range aid to the nations of the Orient.

The banquet speaker was Robert J. Blakely, Editor of the Editorial page of St. Louis Star-Times.

The Vermont chapter was presented with a new Plymouth sedan in which to make its debate trips by Mr. Edwin W. Lawrence, a prominent Rutland, Vermont, lawyer. Coach Robert B. Huber and his boys drove the new Plymouth to the West Point Tournament where they were the admiration of all college squads present. Evidently this magnificent gift gave them a shot in the arm for they won at West Point.

Tau Kappa Alpha has instituted among its many projects "Speaker-of-the-year" Awards. The first five to be awarded were announced March 11 by Professor W. Charles



PHI RHO PI DEBATE WINNERS — Men: (Lower) The Pueblo (Colo.) team receiving the 1st place trophy. Women (upper): Prof. Leonard McKaig of Bakersfield and his women's team receiving their trophy from Pres. Paul Smith.

Redding of University of Southern California, Chairman of the Committee, and by President P. E. Lull at the National Convention simultaneously. The Awards were:

Outstanding Speaker in the field of National Affairs—Pres. Harry S. Truman.

Outstanding in the field of Business and Commerce—Eric Johnston.

Outstanding in the field of Labor—James B. Carey, Secretary of the C.I.O.

Outstanding in the field of Religion—Rev. Ralph W. Sockman of New York City.

Outstanding in the field of Culture and Education—Robert Maynard Hutchins of the Univ. of Chicago.

PHI RHO PI NOTES

Fifteen colleges representing six states met at Bakersfield, California, in the annual Phi Rho Pi National Convention. Pasadena City College topped the group with 135 points for the sweepstakes trophy, Los Angeles City college taking second place with 62½ points.

The national meet was held Easter Vacation week and drew an excellent attendance considering the difficulties Phi Rho Pi has met since the war.

The debate was won by Pueblo Junior College, Colorado, with Carbon College, Price, Utah, as runner-up. Women's debate was won by Bakersfield City College and Weber College, Ogden, Utah second.

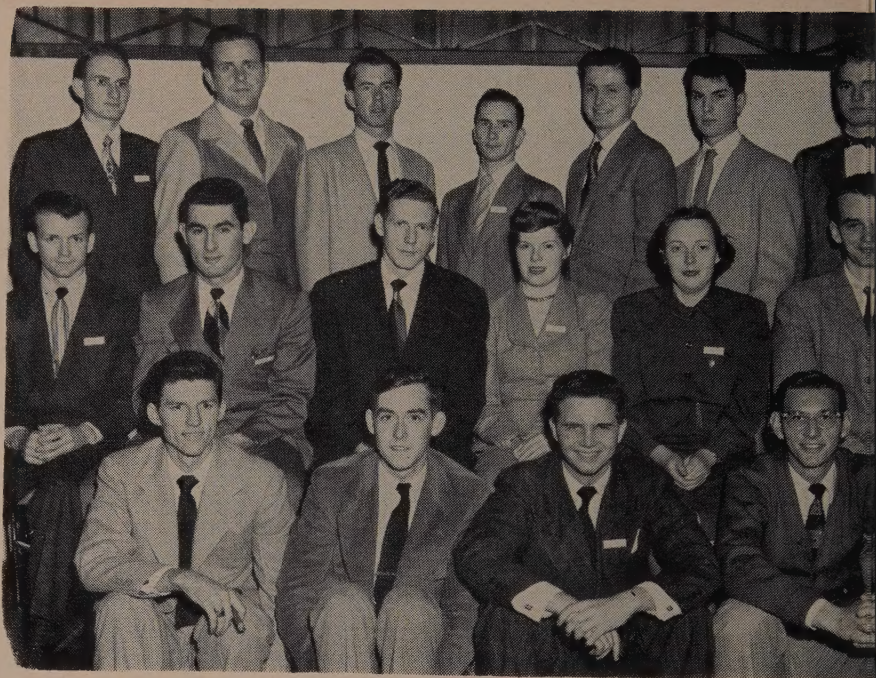
Extempore went to Los Angeles City College, both first and second. Women's Extempore was won by Ruth Squire, second Jan Johnson, both of Pasadena City College.

Men's Impromptu was taken by Mike Schon of Pasadena City College, John Suddleman; Los Angeles City College, second; Women's Impromptu was taken by Barbara Carden, and second by Janet Durham, both of Pasadena City College.

Oratory for men: first, Jack Graham, Long Beach City College, and second, John Franck, Los Angeles City College; Women's Oratory, first, Jane Wilson, Los Angeles City College; second, June Wooley, Pasadena City College.

Prizes were also given in Radio and After Dinner Speaking.

Phi Rho Pi now has 68 chapters in 19 states. The convention elected the following officers for the following college year: President, G. A. Kuhl-



Group of winning Debaters at the Tau Kappa Alpha 1950 Convention, Lexington, Kentucky

man, St. John's College, Winfield, Kansas; Vice-Pres., Glenn L. Jones, Pueblo Junior College, Colorado; 2nd V. P., Mrs. Paul Burgess, Blinn College, Brenham, Texas; 3rd V. P., Mrs. Katherine Phipps, Wenatchee Junior College, Wenatchee, Washington; 4th V. P., Twain Tippetts, Branch Agricultural College, Cedar City, Utah; Editor of the Persuader, C. Grant Burton, Long Beach City College, Calif.; Executive Secretary, Mrs. Sylvia D. Mariner, Britton, Oklahoma; Student Representative, Walter Gibson, Branch Agricultural College, Cedar City, Utah.

NEWS NOTES AND PERSONALS

Congratulations are due Dr. Lionel Crocker, Speech Professor at Denison University, and long time debate coach and Editor of such speech journals as "The Speaker of Tau Kappa Alpha," and the "Central States Speech Journal" coach at Denison University on his nomination for First Vice President of the SAA to succeed Dr. Wilbur Gilman, who will become President at the next meeting in New York in December.

Congressman Richard Nixon, who was a debater when in Whittier College is touring California in a sta-

tion wagon campaigning for Senator. He is being picketed and followed by a Communist sound truck, with enough malice and ill-manners to attempt to drown out his speeches by noise and sound blasts. It is said they are making votes for him faster than any other factor.

Purdue University announces an Invitational Tournament for next January 12 and 13. Nothing like getting in on the ground floor.

Dr. Otis M. Walters announces an Invitational Tournament to be held Nov. 3-4 at the University of Houston, Houston, Texas. An experiment will be adopted. Each team entering will debate eight rounds using four different subjects. This, is, of course a direct echo of the West Point Tournament of April 27-29 just finished. Events in Oratory, Poetry reading, after dinner speaking and humorous readings will also be offered. Opportunity will also be offered for sightseeing along the Gulf Coast.

Dr. William V. O'Connell, Chairman of the Dept. of Speech of Northern Illinois State Teachers College was recently judge and banquet speaker at a high school speech contest in Terre Haute, Indiana, conducted by the Indiana State Teachers College.